

INDIANS GOING TO AMERICA

A GUIDE BOOK FOR STUDENTS

MAHARANA BHUPAL
COLLEGE,
UDAIPUR.

Class No.....

Book No

INDIANS GOING TO AMERICA

A GUIDE BOOK FOR STUDENTS

by

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INTRODUCTION

Since my recent visit to the U. S., as guest of the Division of Cultural Co-operation of the Department of State, to study State Social Services and educational facilities for foreign students, I have been flooded with requests for information regarding American universities, opportunities for practical education, cost of living, admission requirements etc., which made me aware of the fact that the student migration from India was definitely shifting from Great Britain to America. Prior to World War I, the Indian student community formed the major part of the large Indian population in Great Britain. Its numbers multiplied ten or twelve-fold during the quarter of a century before that war, but was considerably reduced during the war period itself. Since 1919, however, it began to increase rapidly in spite of pressure on college accommodation. However, World War II again checked not only the student migration from India to Europe but also the interchange of students between America and Europe.

Though the second war had disastrous effects on university education in Europe, they did not affect American universities to the same extent. Nevertheless, the American programme of student exchange between Europe and America completely collapsed. For instance, the work of the Institute of International Education, which was established in 1919 by the Carnegie Endowment for International Peace, suffered greatly. During the two decades following the inception of the Institute, it worked hard to build up a system of student exchange for the purpose of developing favourable attitudes in European youth towards international peace and of eliminating geographical boundaries by an exchange of culture.

This idea gained ground, and the student exchange system became a permanent feature of American and European universities. When World War II dislocated this programme of exchange between America and Europe, the Institute of International Education as well as the Division of Cultural Co-operation naturally extended their facilities to South America and China. Recognizing that this type of work with its emphasis on peace and good-will is needed now more than ever before,

they have enlarged their programme so as to include many of the Eastern countries.

Hitherto, Indian students were discouraged from going to America for various reasons. Vested interests have carried on a consistent propaganda to discount American education and training. As a result our students went in large numbers to Europe. But those, who have been to America and have seen something of the vast and efficient educational structure of that country, have done much to counteract the general prejudice against and cheap criticism of American education. About the end of 1944, the Educational Adviser to the Government of India, after a brief visit to the United States, remarked: "As far as practical education goes, America is far more advanced than any other country in the world."

For technical studies there are several high grade institutions and the best American Institutes of Technology offer a much wider range than similar British institutions. Not merely in technology but also in the fields of Medicine, Dentistry and Education, the best American universities stand second to none in the world. As for opportunities for women students there are many excellent colleges and the courses they offer are exceptionally well adapted to the needs of women. In addition to these women's colleges, there are a number of co-educational universities to which young women, who prefer mixed university life and high academic instruction, may seek admission. The cultural and social life peculiar to American centres of learning are such as to add much to the richness of an Indian girl's educational experience.

The cost of living in the United States is much higher than in England. Expenses, however, are generally lower in the Middle Western States than in the Eastern States. The cost of a year's study in America would vary not only according to the locality but also the university and the personal habits of the student. Though living is more costly in the United States, an enterprising student can always supplement his financial resources with earnings from part-time work. Nevertheless, few universities would encourage a student to register unless he has sufficient funds to carry him through the first year. During this period, it is hoped that the student would have become familiar with the demand of university work on his time as

well as with the general employment conditions. Every university has its Employment Bureau to assist needy students in finding part-time work and developing his earning power. A note of warning, however, must be sounded here. Since the student's main business in the university is to pursue his academic work, practical training and an understanding of American culture successfully, it is necessary for him to determine carefully the amount of time he can spare for outside employment without prejudice to his educational programme. Few students are equal to the task of carrying on full-time university work satisfactorily and at the same time earning sufficient money to meet all of their expenses. Apart from opportunities for earning money, there are also scholarships and fellowships open to students of merit and distinction.

Since it is more expensive for an Indian student to study in the United States, it is advisable for those with limited financial resources to go there only for post-graduate studies. Further, it must also be pointed out that the education authorities in India, the United Kingdom and the United States generally agree that students derive the greatest benefit from courses abroad if they have first taken at least a bachelor's degree from an Indian university. It is understood that preference will, as a rule, be given by them to those who have had at least this much training. Incidentally, it may also be mentioned that students proceeding overseas should be physically fit and able to bear the climate of the particular country to which they intend to go. It is necessary, too, in their own interest that students should be adequately provided with funds for the entire period of their proposed course of study.

It is gratifying to note that there is in India a growing recognition of the value of higher education and practical training in the United States. The Central, Provincial and Indian State Governments are now encouraging students to go there by deputing hundreds of them for technical and specialised education on Government scholarships. In addition, there are others, financed entirely by their families, who are being attracted to this Mecca of practical education. American universities welcome foreign students : for, an exchange of culture, they believe, will promote better understanding and mutual self-respect. And foreign students go there in large numbers because

of the extensive facilities America provides for academic and professional studies. Some 10,000 students from different parts of the world register annually at American institutions of learning. To promote social contact and cultural exchange every leading university has a Cosmopolitan or an International Relations Club. To make the foreign student's adjustment to American university life easy, most universities have Counsellors for Foreign Students. This is a new development in university administration that expresses special interest in the welfare of the foreign student.

Some changes in governmental controls regarding passage and dollar exchange were announced when the printing of the book was nearly over; hence, no corrections could be made in the body of the book. Gradual relaxation of war-time controls is taking place to make travelling conditions easier and normal. Therefore, the student should not experience much difficulty in arranging for his trip abroad.

As American educational institutions are over-crowded at present with ex-service personnel, the student should make sure not only of his admission but also of his accommodation before making preparations for his travel.

A word must also be mentioned regarding living costs and university expenses. Since the material on costs was collected, expenses in the U. S. have gone up by about 15%. So in calculating expenses this increase should be taken into account.

It cannot be emphasized too much that our students should bear in mind that they are not going to the United States merely to get an education. They must consider themselves as non-official, cultural ambassadors. Cultural exchange is a two-way process. Our students must receive the best in American culture and in return give of their best to America. They should not study merely with the idea of getting a degree or a job on return home, rather they should acquire such knowledge as would enable them to create new enterprises for the economic and social progress of their Motherland.

I had planned to bring out this volume two years ago, but unfortunately that was not possible due to many difficulties. When I discussed this project with Dr. G. S. Krishnayya, Educational Inspector, Bombay, he readily agreed to collaborate with me. He is responsible for the first twelve chapters. But for his assistance; it would not have been possible to bring it out

even at this date. In preparing this guide book the authors have drawn heavily on their experiences as students in the United States for a number of years. Attempts have been made to touch upon the possible problems a student from India may face in America and also to provide such information as may be valuable to them during the period of study there. Information regarding different universities, courses of study, costs of living, etc., is given in the Appendices.

It is hoped that this little volume will prove itself useful not only to students but also to others who wish to go to the United States.

J. M. KUMARAPPA

Bombay
18 June 1947

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An art class in clay modelling

CHAPTER I

ARRANGING TO START

YOU have decided to go to America. You have done wisely. You will soon find many following in your footsteps. American achievements—mechanical, industrial, scientific, military—in the war have so impressed India that already the Government of India is planning to provide the country with a Westpoint, a Tennessee Valley Authority, a Massachusetts Institute of Technology and also to import American machinery of various kinds and depute students to the U.S.A. for advanced training. Indian scientists, industrialists, educationists, businessmen and others are steadily coming to the conclusion that for what India needs in their several spheres Indians must aim at securing increasingly hereafter what America has to offer. What follows will give details as to how you are to proceed.

Information Regarding Courses and Colleges

And now to realize your ambition. If you are thinking about the desirability of going to America for further studies, be sure first to choose a field or subject that you will not feel like changing or abandoning later on. Then look up the list of Universities and Institutes of Technology given in this book that specialize in your subject and write to each one for calendars, prospectuses or catalogues. Compare notes regarding the courses, time, cost, etc. Consult those who should know, e.g., the Students' Advisory Board or the Foreign Universities' Bureau of your University, to help you to choose the College or University. Write to the American Consulate in Bombay or Calcutta for a list of Colleges specializing in your subject. Also visit the U.S. Information Library at 293, Hornby Road, Bombay, if convenient. Besides, the Division of Cultural Co-operation of the Department of State and the U.S. Office of Education in Washington or the Institute of International Education in New York will be able to furnish much necessary guidance as they are equipped now to act as a clearing house of advice and information for individuals and foreign Governments interested in America. Their booklets inform foreign students and teachers of conditions and matters educational in America and also enable them

to get a proper orientation in U.S.A. All this means that you should begin to take action months—even a year—before you actually intend to start.

Choosing a College

Choosing the college is not as easy as choosing your field of study. There are 1,700 institutions of higher learning in the States. Foreign students sometimes select a college simply because many of their friends are studying there or have studied there. Just now, for example, there is a most undesirable congregating of Gujarati students in Michigan. The bigger and better known Universities naturally attract most students from abroad with the result that an Indian may find himself running into more Indian students than he bargained to meet and contact. In a smaller institution, there are greater opportunities to mix freely with American students and to get to know their social ways. The larger colleges, no doubt, have a higher academic standing than smaller Universities generally, but it must be remembered that no University excels in every field. Some 20 years ago the colleges of the East were, generally speaking, decidedly better than those of the Centre and West, but that is no longer true. These once new and smaller colleges have made tremendous progress in recent years and, besides having reached a very high academic standard, have the additional advantage of being able to provide more satisfactory practical training and research opportunities in many practical fields and problems. They are also taking big strides in scientific research and discovery in many fields of interest to Indians.

Go West, Young Man

The University of Cincinnati and Antioch College were among the first institutions to combine college studies with actual work. In the field of agriculture the colleges of the West and Centre are more helpful than most of the text-book colleges of the East. Work in irrigation in Utah, Idaho and Arizona, rice culture in Louisiana, sub-tropical crops in Texas, Louisiana, New Mexico and Arizona, animal husbandry in Utah, Montana and Wyoming, fishery and forestry in Washington and Oregon—these are new fields which have made more advance in the once less well-known institutions. Chicago University has become famous for its factual research methods in the field of social sciences. The University of Detroit in its 5 year course of

Engineering emphasises practical training in a factory. No doubt in the East you have a more exclusive group to mix with and your professors may be more learned and famous, but the contacts you make there both with fellow students and with professors are far less effective than the fellowship you can get in a smaller college. The point is emphasised because students think chiefly of the name they put after their degree rather than of the knowledge they have gained. It is easier to get admission into these smaller and less famous colleges, and cheaper as well, and after all it is what you have learnt and become and can do that counts, and not the mere name of Harvard or Columbia.

A Compromise

The desire to study under a famous teacher or in a large well known University is however both natural and reasonable. If a compromise were needed, a student might study in a college in the Western or Southern states or in a smaller institution in order to obtain fundamental and practical training and to get acquainted with the American environment. He may then spend the remaining time to complete his education, doing post graduate work perhaps, in a larger centre. Studying in more than one institution will, besides, give him a more representative picture of the country and its education.

Allow Ample Time

After deciding on the course and selecting a College, you should apply for admission. This should be done eight or ten months before you plan to leave. Considerable time must be allowed for correspondence and, in case your application is not accepted at the first, for trying at another University or College. Even after receiving the certificates of admission, a couple of months would in ordinary circumstances be required for securing passport, visa, passage, etc., but the shipping situation as it is today involves at least four months of waiting for a passage. To avoid a last minute jam, therefore, plenty of time should be allowed for unforeseen delays.

Application for Admission

The first step in applying for admission is to secure an application form or blank. This may be obtained from the College in U. S. A. or the United States Consulate, (address of the American Consulate General : Construction House, Ballard

Estate, Bombay). The following documents, as the form will tell you, would render it easy for the college to arrive at a decision: (1) application form properly filled out, (2) a photograph attached to the form, (3) a copy of the syllabus or course and degree you have completed, a transcript of the subjects and marks obtained, duly certified by the Registrar of your University, (4) a health certificate, (5) a statement testifying to your knowledge of English, and (6) a declaration regarding your funds and source of support.

If the College is satisfied, the Dean will send you three certificates of admission—one for the Consul to whom you will apply for a visa, one to be attached to your passport application and one to be retained by you for identification. Applicants wishing a reply by cable should so specify, and should enclose a draft or money order to cover the cost of the reply.

Applying for a Passport and a Visa

You can find out the requirements of the Indian Government for permission to go abroad from your Collector or Commissioner or from Thos. Cook & Sons or the American Express Company and then secure a passport from the Passport Office in Bombay, Madras, Calcutta, etc. If you belong to an Indian State the Residency will give you the needed guidance. Apply to one of the above two Travellers' Agencies for the necessary literature or better yet, if possible, discuss personally with them your problems and requirements. They can supply not only guidance but most of the necessary forms. The earlier you contact them the better.

A small photograph will have to be affixed to the passport and so it is best to get 6 copies for use in connection with your application to your University as well as for your passport.

Having obtained certificates of admission from an institution recognized by the U.S. Immigration Authorities and made arrangements for your passport, you should apply to the nearest American Consulate for a non-quota student visa to enter the States. Documents required for this purpose are : (1) two certificates of admission, mentioned above, from an approved College (the Consulate General can tell you whether a particular institution is approved), (2) a statement showing that the student's sole purpose in going to U.S.A. is to continue his education and that he expects to leave upon the completion of his studies, (3) a passport issued by the Indian Government and validated for travel to

U.S.A. and (4) evidence that he has made adequate financial arrangements. This financial evidence should include a bank statement showing that the student has adequate funds for his period abroad, and if his parents are paying for the study, a statement from them to the effect that they will be responsible for his expenses, plus a copy of their bank statement. Apply to the Deputy Controller of Exchange, Reserve Bank of India for a letter granting U.S. Dollar Exchange and an Exit Permit.

Indian citizens must have valid passports to secure a U.S. visa. If you are living up country, far from a U.S. Consulate, you should write and apply for the visa and arrange for it to be available when you call personally prior to sailing. Or else you could apply in person at the American Consulate.

Securing a Passage

Get early in touch with any one of the two Travelling Agencies mentioned above and arrange for a passage. They will give you valuable assistance and take a big load off your mind. You must choose your route and your boat—if there are several leaving about the same time. Present indications are that there will be limited accommodation available until regular passenger services are restored. Your Agency will forward your passage application to the Civil Passage Controller, New Delhi, or you may ask the Deputy Adviser for Education (Overseas), Civil Secretariat, New Delhi, to arrange a passage for you. If there are acquaintances leaving shortly it would be ideal to book your passage together. Find out the rates on the different steamers owned by the different steamship companies. The rates vary a bit but present rates for First Class are around \$ 375 to U.S.A. via the Mediterranean and \$ 450 via the Pacific, and Troop Class \$ 250 via the Mediterranean and \$ 350 via the Pacific.

When to Leave

When to leave for America? Once you know when the two terms begin, you should be able to decide that. Ordinarily students join in the Fall Term beginning in the third week of September which is when the College year opens. But if that should be absolutely impossible, you have no choice but to start in December to join in early February for the Spring Term—unless you intend to arrive in time for the Summer Course. The trip should be so planned as to enable you to land in U.S.A. at least three weeks before the opening of College. If you arrive early, you will have

a better chance to look for a room, get acquainted with your surroundings, do some necessary shopping, and also visit places of interest en-route to your College without any additional cost.

Warning

But remember that all your grand plans can come to nothing if you haven't left ample margin and can't get a passage in time. Make notes of the different things that have got to be done and do not depend on your memory. Recall now the many steps that have to be taken and the many requirements that have to be met and start in right earnest to meeting them, one by one. You can't say you weren't warned!

Now what should you take to America? What needn't you take? What clothes must you take? What bedding? What books? What documents? What gifts? What information? These and other questions will be dealt with next.

CHAPTER II

WHAT TO TAKE TO AMERICA ?

Once you have decided on your course of studies or training and the College or Institute which you are going to join, the big problem you have to face is what to take with you to America. What clothes should you take? What books? What gifts? What information? What attitudes? These are some of the questions troubling prospective student emigrants as well as others.

Clothes

"Wherewithal shall we be clothed" has always been a most insistent question. It is customary for students going abroad to furnish themselves with plenty of clothing, putting their parents to a great deal of unnecessary expense. In these days of cloth scarcity in Europe it may not be a bad idea to be pretty well supplied if you are going there now, but for America this is not advisable.

Take the Minimum

Students should carry the minimum amount of clothing for two reasons. Clothing at prevailing prices is cheaper in U.S.A. and secondly, articles tailored here appear out of fashion there. Most students in America, in any case, do not need more than three or four suits—a dark one that is used for dinners and special occasions and one or two for everyday wear and the other, lighter, for summer wear. These being woollen do not require washing and are just brushed from day to day or pressed or ironed occasionally to keep the creases. It would be best really to concentrate on what you will need for your voyage and to plan to get your American outfit on reaching New York, Boston or San Francisco. On board most steamers there is a laundry—even if the rates are pretty high.

Buy Ready-made Clothes

In U.S.A. always buy ready-made clothes. They are cheaper, yet not inferior. Go to the basement section of any big department store. What usually happens is that when big department stores are over-stocked, they send their older stock to the basement to be sold at a reduced price. Don't think that because the basement stock is offered at a lower price it is bad.

A List for Men

We suggest your carrying at the most the following : 2 suits—need not be new—either both heavy or one heavy and one light, depending on when you are starting on your voyage, one grey flannel trouser (and two cotton if the voyage is between May and August) and a sports coat, 4 sets of underwear including one woollen, 1 pull over, 4 pyjama suits, 2 pairs of good shoes and a pair of deck canvas shoes, 6 shirts, 4 pairs of socks and a few ties, and 1 bath robe.

National Dress

Every man should have at least one complete set of his national dress. The black *sherwani* or *achkan* with the *chhoridar* pyjamas would be useful for special dinners and party occasions. The *dhoti-kurta-upper cloth* combination is not so convenient to use but is not by any means ruled out. The Tamil and Malayalee styles of tying the *dhoti* are not appreciated abroad. Take the head dress that suits you and don't feel it is necessary to wear a huge turban. Travelling in the South, a turban acts as a protective device and saves you from being treated as a Negro. The prejudice against Negroes may operate against you till the whites know that you come from India. Colour prejudice is a blot like caste prejudice and both equally disagreeable to their involuntary victims. A turban makes one uncomfortably conspicuous and is not generally used except when prompted by necessity, vanity or ignorance!

Women will do well to take complete sets of attire used in other parts of the country than their own and to learn to be able to wear them properly. The Punjabi and Maharashtra styles would be suitable for party occasions and when speaking on India. American women are great admirers of these costumes.

Women's Outfit

Some of the items listed for men would apply equally well here and so are not repeated. Women students would need to have a larger ward robe and should have a generous stock of sarees, particularly the typically Indian ones. As a rule Indian women keep to their national dress which is greatly admired abroad, and incidentally prevents their being mistaken for coloured girls. In passing, it should be mentioned that Negroes are not necessarily black as you are made to believe by movie producers. In fact most of them are our co-complexionists and some of them are

as fair as fair can be but only with a little kink in their hair. A drop of negro blood is enough to classify a person as coloured.

It can be quite warm in America, you know, and so take some light wear besides the lasting heavy silks. It may be a good idea to take a few good and durable Indian borders which could be fixed on to materials available there. Georgettes and voiles could be bought there but Kashmiri, South Indian and Maharashtrian sarees for winter wear should be taken to last the period you expect to be away, unless consignments can be arranged to arrive periodically! Over-coats and warm vests, etc., are best bought there, if you have enough to keep yourself warm on the voyage. American houses, unlike English houses, are well-heated, and so clothes for use indoors do not have to be particularly warm.

Bedding

Do not carry bedding. Blankets, sheets, pillows and even towels are provided with lodging everywhere and also on the boat. In case your College Dormitory does not supply sheets, pillow cases and blankets, you can buy them in the States.

We must add, however, that a warm rug will be of much help on the steamer and that Indian prints for use as curtains, bed spreads, couch covers, teapoy covers, etc., will come in handy and be greatly admired. A pair or two of pretty sandals, chappals or slippers for bedroom and bathroom would be well worth taking along as well as 6 pairs of attractive sandals.

College Calendars, Diplomas and Research Publications

You will do well to take your College and University Calendar or Prospectus with you to show what work you have done and of what standard. There is no need to take standard text books. It would be worthwhile to take your University or other Diplomas and Parchments along and certified copies of the ground you have covered in the different subjects you have studied. Also your Science journal and research or other papers and articles. How else will they know what exemptions and standing to grant you, and what courses you should be required to take there in order to provide the necessary background for more advanced work? Of these take more than less. It will be a nuisance to have to write back and secure necessary data or documents.

Take Interesting Gifts

Before leaving, you will do well also to prepare or collect small gifts characteristic of your country to give to American friends. India is full of things interesting to foreigners—ivory ware, brassware, papier mache, pottery, lace, embroidery, marble articles, prints, paintings, pictures, photographs, etc. Inexpensive articles typical of India will be greatly appreciated. There will be many occasions when you will be glad to have such things to present to friends, professors and others. Besides, take Indian costumes, curtains, bed spreads, magazines, pictures and photographs which will enlighten Americans on the art, people, costumes and customs of India—also photographs of your family and college and views of Indian cities and scenes of Indian life in various parts.

Gather Information about India

More important is the equipping of your mind with information regarding the culture, religion, festivals, life, art and games of your country, information which will be in great demand. It is essential that you should review your own knowledge of your country, its history, customs and problems. You will be constantly questioned on these points and will feel your ignorance coming in the way of your making an impression and even of carrying on an intelligent discussion with your American friends. Besides, this information should help you to evaluate the needs of your country and see what India can learn from America.

Americans, you will find, know a great deal more about China than about India which they have felt is the preserve of Britain, and what they have heard or read about India has been like what most Indians know about Americans—shockingly queer and one-sided. Till Americans invaded India to fight the Japanese their interest in India was as in a land of magic and mysticism where yogis sat in caves, grew long nails, slept on beds of spikes and told people's fortunes, a land where babies were thrown into the Ganges and where the followers of different religions found delight in the seasonal occupation of breaking each others' heads and where the Maharajas went about on palanquins and elephants advertising their gold and diamonds! For reading on your voyage take a goodly supply of books on India and if you intend to write or lecture on India and the Orient, make notes

and prepare your lectures. Once you are there, you may not find enough continuous leisure for this purpose.

Books on India

Here are some books you will do well to try to read before starting. Some of these you will want to take with you to consult on board and in America. Besides, remember Americans too will be delighted to borrow books on India to read and you should have a decent collection of well chosen books. Any large bookseller in India should be able to secure these for you.

Aiyangar. *Some Contributions of South India to Indian Culture.*

Anstey, Vera. *Economic Development of India.*

Asirvatham, E. *The New Social Order.*

Beni-Prasad. *The Hindu-Muslim Questions.*

Blunt, Edward Sir. *Social Service in India.*

Bose, Subhas Chandra. *India's Struggle.*

Chintamani, C. Y. *India Since the Mutiny.*

Coupland, R. *Report on the Constitutional Problem in India.*

Dutt, R. C. *Economic History of India.*

Datta, Bhupendranath. *Studies in Indian Social Polity.*

Gandhi, M. K. *Christian Missions.*

Gandhi, M. K. *My Experiments with Truth.*

Gandhi, M. K. *Non-violence in Peace and War.*

Government of India. *The Report on Post-War Reconstruction of Education in India. (Sargent's Scheme).*

Kumarappa, J. C. *Public Finance and Our Poverty.*

Kumarappa, J. C. *Why the Village Movement?*

Marx, Karl. *Articles on India.*

Masani, M. R. *Our India.*

Masani, M. R. *The Picture of a Plan.*

Masani, M. R. *Your Food.*

Mukherjee, D. P. *Modern Indian Culture.*

Mukherjee, Radhakamal. *The Indian Working Class.*

Nehru, Jawaharlal. *Autobiography.*

Nehru, Jawaharlal. *The Discovery of India.*

Nivedita, Sister. *The Web of Indian Life.*

Radhakrishnan, S. *Eastern Religions and Western Thought.*

Radhakrishnan, S. *The Hindu View of Life.*

Radhakrishnan, S. *Indian Philosophy.*

Rajendra Prasad. *India Divided.*

Risley, H. *The People of India.*

Sirkar, J. N. *India Through the Ages.*

Sitaramayya, Pattabhi. *History of the Congress.*

Smith, Conran. *Modern Islam in India.*

Wadia and Merchant. *Our Economic Problem.*

It would be an excellent idea to arrange to get the monthly magazine *Modern Review* and an Indian newspaper or illustrated weekly to read in America and to pass on to others.

Collect Information on U.S.A.

During the year before starting, it would be not merely useful but necessary for you to read up on the history and culture of America and to try and get some idea of the attitude and background of its people. This will give you leads in your conversation and also help you in observing and interpreting American life—not to mention that it will correct some of the queer notions you may have been led to form of America and Americans.

Here are for example just three things you have probably been made to believe about the United States :

That America is full of gangsters and kidnappers ;

That Americans are Shylocks and terribly selfish ;

That the Dollar is the god of the Americans.

Actually, for a country of 130 millions or three times the population of Britain, composed of almost all the races of the world and spread over an area 10 or 15 times that of Britain and one and one third of India, America is a most peaceful and safe country. Children are as much objects of devotion there as elsewhere. And Americans are no Shylocks. In fact, they are the world's most generous and hospitable people. The goodwill and humanity of Americans are, however, obscured by the lean, lank, dangling figure of Uncle Sam. India and other countries have been given a wrong impression of U.S.A. The European Press has for one reason or another presented "a grotesque

image of America in a distorting mirror" (as Chamanlal points out) which closer contact is proving increasingly false. Here are some books you might well read and inwardly digest :

Allan, Nevins. and Commager, H. S. *The Pocket History of the United States*, New York : Pocket Books, Inc., 1942.

Barnes, H. E. and Ruedi, U. M. *The American Way of Life*, New York : Prentice-Hall, Inc., 1942.

Beard, Charles A. and Beard, M. R. *A Basic History of the United States*, New York : New Home Library, 1944.

Beard, Charles A. and Beard, M. R. *The Rise of American Civilisation*, Macmillan, 1939.

Benet. *America*, Farrar Rinehart & Co., 1944.

Chamanlal, *Inside America*, Bombay : New Book Company, 1943.

Counts, George S. *The American Road to Culture*, New York : John Day Co.

Furnas. *How America Lives*, Henry Holt, 1941.

Hoffman, M. D. *Life in America*, New York : Harper & Bros., 1941.

Horwill, H. W. *Modern American Usage*, Oxford, 1935.

Howard. *Two Billion Acre Farm*, Doubbday Doran, 1945.

Knight, E. W. *Education in the United States*, Boston : Ginn & Co.

Kumarappa, B. *My Student Days in America*, Bombay : Padma Publications, 1946.

Morgan, J. E. *The American Citizen's Hand-Book*, Washington, D. C. : National Education Association.

Office of War Information. *A Hand-Book of the United States of America*, Washington D. C. : Office of War Information.

Peatle. *Journey into America*, Houghton Mifflin, 1944.

Roosevelt, Eleanor, and Macgregor, F. E. *This is America*, New York : Putnam's Sons, 1942.

Rourke, C. N. *American Humour*, New York : Harcourt Brace Co., 1931.

Shridharani. Krishnalal, *My India, My America*, New York : Duell Slovan & Pearch, 1941.

Yang, Ching-Kum. *Meet the United States—Hand-Book for Foreign Students, in the United States*, New York : Institute or International Education, 1945.

Pocket Map of United States, for tourists', travellers', shippers, general commercial and business reference, New York : Rand McNally, 1943.

Webster's Collegiate Dictionary, 5th Edition, Springfield Merriam, 1945.

The World Almanac and Book of Facts, New York : New York World Telegram.

Education Outside Text Books

It is necessary to remind Indian students that America is a land where practical science is most highly developed. It would be a great loss if having the opportunities to study in that country you should confine yourself entirely to books and not observe the use of science and technology in everyday life. Many students have nothing to show for their stay in America but their degree! It is your duty also to attempt to understand the patterns of American life, her social, economic and political systems and her general cultural background. Go bent on broadening your horizon and increasing your capacity for usefulness. American education is not bound up within the covers of any of your text-books. And it is your privilege, remember, to be exposed to the great influences which have put U.S.A. at the top of the World.

The Right Outlook

Which leads us to another very important point concerning attitudes which I want to drive home, if we may. Go a seeker. Go intent on collecting ideas and suggestions which can be brought back and adapted or adopted in India. You will find many small industries thriving there. Go to see how bright little ideas are worked out practically and profitably. Don't go merely to add more letters to your name and then to return to look for a job. Make up your mind—if your training is in some practical field—you are going to create jobs on your return, you are going to start industries, you are going to be a producer and not merely a consumer. This eagerness, this creative outlook, this enquiring mind, should be developed more and more in men and women going to that great land.

Helpful Ambitions

There are enough employees here ; enough people to do things "as per orders." India needs more men with ideas—didn't some one say that "the idea is the costliest thing"?—men who are prepared to do things, start small and grow big. I am reminded in this connection of what my Professor, Dr. W. H. Kilpatrick, said on his return to Teachers' College after his year's leave in India : "The trouble with India," he said, "is that the agricultural colleges produce agricultural graduates who want to become professors in agricultural colleges to teach others who in their turn want to become teachers of agriculture"! Make it your ambition, young man, young woman, your dominant desire to go to America to return a bigger and better man or woman, bigger and better, because you are a vastly more serviceable son or daughter of India.

One fairly important item has not yet been covered—**MONEY!** What does it all cost?—passage, tuition, books, board, lodging, clothing, vacations, amusements, travel ? These questions will be taken up next.

CHAPTER III

COUNTING THE COST *

You must literally count the cost and it should be done pretty early. You may have to negotiate for the money. You should not proceed without knowing what the whole thing will cost and whether you can manage it all. Your parents should know what it all involves before they decide on sending you abroad.

Items Involved

This estimate should include your passage to the States and back. It must include the outfit you will purchase in India and the outfit you will purchase in America. It must include your fare to the embarking port in India and your fare from the disembarking port in U.S.A. to your College. It must include a margin for shopping and sight-seeing en route. It must include the cost of room and board in the different places where you may halt along the way and at College. It must include tuition and laboratory fees. It must include the price of books and stationery. It must include laundry, bus fare, pictures and parties. It must include your maintenance during the vacations. You must decide how much you will carry with you and how much you will receive later and in what instalments.

Passage

So far as passage is concerned it must be pointed out that the fares vary with the shipping company, the route and the class. Pending the restoration of regular passenger services, shipping companies and travellers' agencies will give you current rates. It may be recalled that mention was made earlier that for First Class to U.S.A. via the Mediterranean the fare is \$375 or a little more and that via the Pacific it is \$450. For Troop Class it is about \$100 less. On your return voyage, you will perhaps want to visit Europe or Japan and China. These trips are well worth making but should be accommodated in your Budget and become part of your programme.

* See Introduction, p. iv, para 4.

Train Fare

You can calculate what the 2nd class train fare will be from your home to Bombay, Colombo or Calcutta. Your travellers' agency can tell you what roughly would be the fare from Boston or New York or San Francisco to your college town. Night journeys are slightly more expensive than day journeys as they involve pullman accommodation. If you are plucky and have a companion you could spend the night in the "Y" (Y.M.C.A. or Y.W.C.A. as the case may be) or in a hotel see the place and take a day train and so on all along the way. Breakfast costs between 20 and 30 cents, lunch 40 to 60 cents and dinner 50 cents to a dollar in restaurants or cafeterias patronized by students. There are more expensive places of course. In cafeterias you help yourself to what you want and pay for what you take.

Hotels, Boarding Houses and Hostels

Hotels that students can go to would charge \$7-10 per week for room and \$10-15 per week for board or \$1-2 per day for lodging and \$1.50-2.50 per day for board. In other words, it would generally cost \$2.50 to 4.00 per day in an ordinary but decent small town hotel or boarding house. In cities the rates would vary from \$4.00 to \$10.00, or even \$15.00 per day if you want to be extravagant. This applies to brief halts you may make now and again as well as to your stay outside the College dormitory.

In some Colleges you are required to stay in the Hostel or Dormitory, but in any case you would be well advised, during your first year, to try your best to get into the College Dormitory, or into one of the Fraternity Houses attached to the College. This will not only be more economical, but will save you many problems you have not got the time or energy or background to face and solve. Staying out you may be tempted to economise on food and that is another strong reason prompting this recommendation. In College you would pay by the Semester, or term, for room and board, as well as for tuition.

The Cost Varies

Speaking generally, it may be said that College expenses for a girl are higher than for a boy and that much depends on where the College is located and what course you intend to follow. This question was studied by the Union Central Life Insurance Company in 1940 and their findings are of value here. The

average total expenses in 288 colleges were found to be as follows :

| No. of colleges | Cost per year |
|-----------------|---------------|
| 99 | 400—600 |
| 87 | 600—800 |
| 64 | 800—1000 |
| 16 | 1000—1200 |
| 22 | 1200—1500 |

Thus the majority seem to cost between \$ 400 and \$ 800 annually. Room and board and tuition can cost even as much as \$ 2000 as it does at Wellesley or as little as \$ 400 as it does in State Colleges in the South-West. These figures do not include vacation expenses. More accurate data can be had from the catalogue of the College you will attend and this source will give you reliable information regarding tuition fees and living expenses.

The Interior Less Expensive

As a rule colleges on both the East and West coasts are most costly, they are less expensive in the middle West and South, and least expensive in the South-West. In the sea coast colleges, a student frequently needs around \$ 1500 a year, but there are many efficient and progressive colleges in the Central and Southern parts e.g. the University of Utah's Agricultural College with its outstanding courses in irrigation and the University of Colorado's excellent institutions for civil, mechanical and electrical engineering, where one can manage with \$800 to \$1000. It is desirable for students to go to these colleges in the interior where they will have a warmer welcome and more individual attention, and not to flock to the better known institutions which are not only more expensive but also more crowded.

Tuition

The main items are of course tuition and living expenses. Tuition fees are much higher in a private institution than in a state college or university. The above mentioned study supplies the following charges for tuition:

| No. of Colleges | Annual tuition |
|-----------------|----------------|
| 5 | \$ 51—150 |
| 22 | \$101—200 |
| 103 | \$101—200 |
| 94 | \$201—300 |
| 39 | \$301—400 |
| 18 | \$401—900 |

In the majority the fees would be between \$100 and \$300. These figures are for liberal arts and engineering courses—more for the latter than for the former. For such courses as medicine they are somewhat higher. The fees for law, engineering, business, medicine, dentistry, art are usually high but will all be lower away from the two coasts.

Living

Board and room which constitute the bulk of living expenses are distributed as below in the Insurance Company's study. Here they are for what they are worth. You must try and get information regarding your own college from the college catalogue or from the Dean.

| No. of colleges | Monthly cost of room and board |
|-----------------|--------------------------------|
| 16 | UNDER \$20 |
| 98 | \$21—30 |
| 104 | \$31—40 |
| 45 | \$41—50 |
| 20 | \$51—60 |
| 4 | \$61—80 |

These, however, are pre-war figures for residence in colleges. It is naturally more expensive in hotels and boarding houses. The cost of living is known to have risen considerably. The cost of living index, which is the cost for the working man's family, has risen, but for the student the figure must be much higher and this increase must be borne in mind when making estimates. In the majority the cost would range these days from \$40 to \$60 per month. The first year is best spent in a college hostel or dormitory also because the expenses here can be predicted more accurately and are kept as low as possible.

Additional Items

One must add to the annual cost of study some \$50 for books and stationery, \$6 a month for laundry and something for social and miscellaneous items, the amount of which would depend entirely on the individual. Clothing will naturally be a bigger item in the first year. Suits and shoes last much longer there than here. These days an overcoat or a tweed suit costs \$30 to 40; a shirt \$1.75; a pair of shoes \$5.00 to 6.00; a hat \$3.00 to 5.00; a hair-cut from 50 cents to \$1.00. These are best regarded as

minimum estimates. The prices are likely to fall steadily. It must be repeated that if the barest minimum needed for the voyage is taken from India in two suit cases the rest can be bought with advantage in America. In some cases the articles may be cheaper, as in the case of suits, but in most cases the things will be better in quality and in appearance.

The Summer Vacation

In addition to funds for tuition fees, books, room and board, one must have about \$200 to \$300 a year to meet miscellaneous expenses such as amusements, newspapers, conveyance, gifts, entertainment and for vacations. The long vacation lasts from June to September—12 to 14 weeks. A fair estimate might be \$20 per week, but doing a little part-time work would reduce this by half in most places. There is no reason why during the holidays you should not try to reduce your expenses in this way—if not also lay by a little. Students have to make their own arrangements, no doubt, for their vacations, but that is not as difficult as it sounds. In fact some students look forward to the vacation as a time when they can earn a little. It is a time also when you can see a bit of the place and the people. To be safe, one should have altogether between \$1200 and \$1600 for the first year.

Exchange

While calculating the cost you must not forget the passage to and fro. Be sure you have enough or can get enough at stated intervals to keep you going. Financial worries do not add to one's academic efficiency.

A word in closing about currency. You must remember from the outset that a dollar is about Rs. 3-6-0 when you want to purchase it and that its purchasing capacity in U.S.A. is equal only to that of a rupee in India—which means that your Indian money earned with greater difficulty is getting only one third of its Indian value. That should make you wisely economical regarding the money you take or get from India to spend in America. When you want to exchange dollars for rupees you will get Rs. 320 for \$100 but when you are buying dollars you have to pay at Rs. 330 for \$100. You will have to produce evidence, as stated in an earlier chapter, of possessing adequate funds for studying abroad before getting a visa from the American Consulate and also secure dollar exchange through the Reserve Bank.

And so you are ready to start. We shall next consider how you can ensure a bon voyage. The sea trip should not be, it need not be, regarded as just a means to an end. Good things rarely merely happen—they must be caused to happen. How, in this case? And then what about packing, sea sickness, tips and occupations while on board the ship?

CHAPTER IV

BON VOYAGE

A voyage can be one of your most delightful experiences or it can be a most commonplace or even disagreeable experience. It all depends on your determination to make it all it can be—enjoyable, educative, invigorating, inspiring. The opportunities a voyage offers will not be available once you reach your destination. What are these opportunities and experiences and how to make the most of them?

First, it may be well to recapitulate the preliminary steps. Students proceeding to U.S.A. should first obtain a letter of admission from a recognized institution in America. One gathers that it is not as easy these days as it used to be, with the Universities having to accommodate the thousands whose studies had been interrupted by the War. Having secured this certificate in duplicate a student has to approach the Exchange Controller, Reserve Bank, Bombay, with it, and a letter giving his educational qualifications and the course of studies he intends to pursue abroad. These would enable him, if the Educational Adviser in Delhi approves, to get the dollar facilities to buy the requisite dollars to cover steamer ticket and expenses en route and while in the States. He should obtain also an Exit Finance Permit. At the same time he should apply to the local Government for a passport for travelling to America. This matter also will be referred to New Delhi. When the dollar exchange and the passport have been secured, the student should apply in person to the American Consulate in Bombay, Karachi, Calcutta or Madras (depending on where he resides) for his visa, attaching three passport photographs to the application. Then he should negotiate for a passage through one of the larger oversea travel agencies. These agencies are very obliging and can and do help a great deal with all the above mentioned steps. Students should avail themselves of their guidance and assistance from the beginning. At the present moment, for want of shipping space for civilians, it is extremely difficult to secure passages to U.S.A. But the situation must improve in a few months when more army personnel have been transported. It is best to avoid travelling Third on the last lap of the voyage, as those in the Third

have a bad time with the Immigration Authorities in America. The fare to U.S.A. is about Rs. 1500 these days.

Business men should apply likewise to the Exchange Control Department for permission to travel to U.S.A., the grant of Dollar Exchange for their expenses in U.S.A. and also to pay for their voyage both ways. Each application is dealt with on its merits.

Cash

Currency to the value of \$45 (roughly Rs. 150/-) may be taken out of India by each adult without a Reserve Bank permit. A passenger is permitted to land in America with not more than \$50 in dollar currency but this restriction does not apply to Traveller's Cheques, drafts or Letters of Credit. It is wise to plan to leave all unwanted money and valuables of all kinds with the Steamship purser.

The purser will give you a receipt and then return these to you before you disembark. It is possible for you also to get what you want of your deposits from this storage when you want it along the voyage.

Health Certificate

All passengers must be vaccinated against small pox and should hold a certificate of vaccination, signed by a Civil Surgeon of a hospital and dated within ten months of their departure from India. No other vaccinations or injections are required. If this vaccination has not been done earlier it should be done as early as possible.

Further, all passengers for America should have also a recent Health Certificate from a hospital or a qualified doctor stating that they are free from contagious and communicable diseases. Besides, before you get on board you will have to go through a Medical Examination at the Pier Office.

Baggage

To see how your baggage should appear, pay a visit some time to the pier in Karachi, Bombay, Calcutta, Madras, or Colombo when there is a steamer leaving. You get an idea of the kind of things people take and also how they carry their belongings. A steamer trunk and a couple of suit cases should be the absolute maximum for a student going to U.S.A. Coming back you will need more than one steamer trunk and several packing cases for

the many fine and useful things you will have acquired during your stay there. The barest minimum should be packed in suit cases for use on the voyage. Those pieces of baggage meant to be kept in the cabin should be marked CABIN and WANTED ON VOYAGE and the rest HOLD. All articles should have large labels stating clearly your name and your American address as well as your destination. Your Travel Agency will supply you the necessary labels and tags. A deck chair and a cushion will be worth taking along for use on the voyage.

Permits are required from the Export Trade Controller, Bombay, for taking many things out of India. Certain things are prohibited ; others can be permitted by the Controller. It is best to apply in person on arrival in Bombay for the necessary permit. Consult your Agency at the very outset regarding not only what things you can carry without a permit, but also about which articles are dutiable and which are exempt from customs duty in U.S.A.

Your Companion

A note book should become your constant companion for a month at least before your departure—that is, if you have not already got the memo habit. Things to be bought, jobs to be done, persons to be seen, friends to be written to, professors to be consulted—all should be noted and attended to as soon as possible, for it is never too early to begin. An idea rarely occurs twice, and if it strikes a second time it is usually at a time when its execution has gone beyond the possibility of achievement. This is specially so when you are leaving to be gone so far and for so long. So, be sure to register every such matter in your diary on its first appearance. "A gentleman never perspires" they say, and to be a gentleman on the last day you must have planned even the details in good time and have completed practically everything before then.

Departure

The day of starting is a part of your voyage. It is the great leave-taking day. Let it not be a casual and haphazard affair. Friends and relatives might come to meet you, and if you are not on your guard you might find yourself playing the hero, taking it for granted that it is their duty to come adoringly with flowers and garlands and your business just to nod or wave at them benignantly. On the other hand, there are some who ruin

the last day for everybody by excitement and excitability. You have heard the warning "More haste, less speed" and "haste makes waste." You can't afford to take a wrong step. Being placid and being excitable are fortunately however not the only two alternatives on such an occasion! It is possible to remain calm, to conduct yourself with dignity and to manage your affairs with coolness, and also to respond to cordiality with becoming warmth and appreciation. The day of departure will stand out as a memorable day—a red-letter day. Things said and done on that day will be long remembered and cherished. The moments of that day must be within your grip and control, and remember, that it is up to you, the young hopeful of the family, to make that day grand, happy and unforgettable for all concerned.

On Board the Ship

Perhaps you are sailing for the first time. Then with everything in view make sure that you have marked all your belongings, indicating which are meant to be put in the cabin and which are to go into the hold. Arrive at the pier ahead of time. Your luggage has to be weighed and sorted and sent up. There is the Medical Inspection to be gone through. And there are persons waiting to see you off. Arrange in good time for permits to take your folks on board. Report your arrival and find out your deck and cabin and say "Hello" to your cabin mates. See that your belongings too have arrived on board. And then, as your boat steams out of the harbour, wave a hearty, smiling, cheering farewell.

Souvenirs and Tips

Go ashore to visit all the ports your boat calls at, after making sure when you should be back! Buy souvenirs and picture post-cards but see that you are not fooled too badly. Post your letters with the requisite postage stamps affixed. Everyone back home will be eagerly awaiting your impressions and all the news you can give as to how you have fared.

Tip the stewards you are concerned with. Pay a little more or less at the outset to ensure enthusiastic attention, and then a little more at the end for services actually rendered. The purser might be consulted when you are in doubt.

Sea Sickness

Many people trouble trouble before trouble troubles them! Sea sickness is not a universal malady and not all flesh is heir

to it. Many succumb, no doubt, but you might be a good sailor and amongst those who are not susceptible. The point is that if you are not expecting trouble you might conceivably escape it altogether, and that by letting your thoughts and imagination dwell morbidly on it, you might perhaps be asking for it ! Some doctors suggest remedies and expect you to start on the treatment days ahead. The thing to bear in mind now is to get on to the deck somehow as early as possible every day and remain there. Have a few absorbing activities and lines of thought. Concentrate on other things. Try not to refer to it or return to it in a martyrous or "suffering hero" style. On some boats your steward is good enough to serve you your meals up on the deck. Eat and drink all you can even if the diet is different or uninviting. Many people put on weight on their voyages and are refreshed by the rest and sea breeze. One has a healthy appetite breathing sea air, and you must get at least your money's worth of nourishment! Finally remember that no one ever died of sea sickness and that there are lots of others on your boat feeding the fishes like yourself and probably worse off!

A Good Voyage

A couple of days will be spent finding out the ins and outs of your floating home. Do not entertain the idea that a voyage is or will be dull with nothing but the monotonous scenery of the sea and sky surrounding you, and that the only relief will have to be that obtainable from the company of books. Many people stupidly treat their voyage as a mere conjunction, a mere link between their past and their future, and as something to be got through anyhow. You go on board determined to get the maximum out of your voyage. Take a keen and intelligent interest in the voyage. While on board court the friendship of the illimitable expanses, the sky and the sea: story books, magazines and novels are always procurable anywhere. Like the poor they will be with you always. Be really afloat on the wide, wide sea, to soar, to feel uplifted, to make plans, to dream, to see visions and to wake up under the ever changing sky and horizon. These are experiences worth experiencing. These are experiences you cannot buy or make to order while on land, while being driven by pressing duty or distracting pleasure. These are experiences worth going on a voyage for !

Be conscious that every hour you are moving into new regions. New latitudes and new longitudes should bring in new attitudes ! Never miss the sunset and the sunrise if possible or the thoughts and inspiration that come therewith.

There is enough scope for sight seeing while moving over mother water. The twinkling night sky, the changing scenery of squalls and sea gulls, ships coming into view, crossing at night, signals and light houses, the surface play of the fathomless ocean, these should so colour your memory that before you reach your port you are a changed person with a newly acquired love for the sea. A well-planned and intelligently executed voyage is an auspicious engagement with all that is blue in creation—the mountains, the sea and the sky—an education in itself.

Fellowship

The ship is a living unit, a floating island with a small population of its own, where every one is eager to meet the other. You should set out on purpose to make acquaintances on board the ship in the earlier part of your voyage so that there will be enough time for acquaintance to develop into friendship. Take down their addresses in your address book. Those who sit at your table or play games with you can easily be made into friends, but to get friends you must show yourself friendly. Appreciate all that is good in them and anywhere, and you will develop a lovable disposition. Such friendships last long and are always looked back upon with pleasant memories. "We were in the same boat" is enough recommendation on future occasions. If you bear in mind the suggestions made above and exert yourself to carry them out, yours cannot but be a "BON VOYAGE!"

And now what about arrangements for your arrival in the States? Landing, being met, the medical examination, the custom's inspection, travelling from pier to college—these will be dealt with next.

CHAPTER V

ARRIVAL IN AMERICA

Let us hope you have had a delightful voyage, that you have survived all kinds of sickness, that you were able to read, write and play to your heart's content, and that you succeeded in making some good friends. Let us hope also that your trip was interesting, that you saw something of the places your boat called at and that you were not duped too seriously in the buying of curios and picture postcards you rightly tried to do at the various ports. Let us hope further, that you enjoyed the meals served on board the steamer with the help of the favourites you brought from home, that you stayed up on deck, ill or well, and that you tipped the stewards partly in advance to ensure satisfactory attention and partly at the end on the basis of services rendered.

Let us hope you were lucky enough to get a boat that was destined for New York—several boats seem bound now-a-days for San Francisco though—and that while you passed the unforgettable Statue of Liberty you decided that you would, at least for a while, shed your chains in this “home of the brave and land of the free”—chains social, mental, economic, communal—and realize how it feels to be an emancipated individual.

Landing

Now when your baggage is all ready and packed and while you are waiting to go ashore you will be given a customs declaration sheet by the customs officials. Sometimes you are enabled to complete these formalities before reaching port. If you have only personal belongings with you, you should write “Personal Effects” on the sheet. But if you mean to sell any stuff you will have to declare each article and pay duty on landing. Keep the declaration sheet, as it will be required when your baggage is examined. Do not hesitate to let your visa, passport, certificate of admission, etc., be examined. Give correct answers to all the questions put to you and you should have no difficulty at the time of landing.

Arrange to be Met

If you have written in advance to some one to meet you and you have made arrangements for your stay, all is well.

The Y. M. C. A. in New York (347 Madison Avenue) and in Boston may always be counted upon to meet students on their arrival at the port. The Y.W.C.A. renders a similar service to lady students. They have a students' branch which makes the looking after of foreign students part of their business. International House in New York at 500 Riverside Drive, sends its secretaries to meet students who have written for help and for accommodation on arrival. The Committee on Friendly Relations among foreign students at 347 Madison Avenue is another body which has rendered great service to Indian students and is always ready to guide oriental students in New York and elsewhere. And then there is the Travellers' Aid Society everywhere ready to assist.

Write in Advance

If you desire any of these organizations to meet you, be sure to write in good time mentioning not merely the name of your boat and likely date of its arriving in New York or in Boston, but also the class you will be found in, and if possible the number of your deck and cabin. You might even cable from one of the ports. Cables are accepted also by the office in the steamer. This will enable the representative to find you and identify you without unnecessary trouble and embarrassment. You will be glad for the presence of an American well-wisher when you have got to go through the various examinations, including customs, prior to your landing and when you have several problems facing you all at once in a new country. Now is the time when you appreciate friendliness most. This American can help you to get the outfit you intended to buy on landing and before starting on your journey to the College in the interior. You could use your Travellers' cheques for the purpose. If you haven't got the money for so much shopping, some of it must be postponed till you reach College and can draw on your resources.

An India Government's Officer to Help

In this connection you should know of the arrangements made by Government for assisting Indian students in U.S.A. If you are one of those fortunate enough to have been selected by Government to study abroad, you will have heard of the representative of the Government of India's Educational Department in U.S.A. who is attached to the office of

India's Agent General in Washington. His address is 2107 Massachusetts Avenue, N. W., Washington, D. C. He cannot meet your boat but he can arrange to have you met. Feel free to ask his advice and help. He has been sent there now to be of use to students like you from this country and he is interested in making your stay and study in U. S. A. as profitable as it can be.

See the Country en Route

If you have more time before joining College than you know what to do with, it might be a good idea to see a little of the country, taking in big and small towns so that you get to know somewhat the people and the place. Travel Bureau at the port of entry will help in the selection of the route of travel to your destination. You can stop off at any station en route to your destination without additional cost. Just inform the conductor and the ticket agent. Travelling, as mentioned before, is both comfortable and convenient. Besides the railway there is what is known as the long distance bus service which is considerably cheaper. These buses have reclining seats to enable people to sleep, and meals are served sometimes within the fare at the scheduled hours. You cannot carry as much baggage on the bus as is allowed on the train, but heavy baggage is taken care of by the ubiquitous American Express Company. This service too is often included in the bus fare. The "Y" and the Rotary Club, which have branches all over the country, are helpful in choosing places of interest, and sometimes they furnish letters of introduction to local leaders in various cities.

Rooms in Hotels and at the "Y"

Before arriving in a strange place, reserve your room by letter or telegram. If you happen to arrive at a place without reservation and are not likely to be met, telephone the hotels, one after another, or seek the assistance of the Travellers' Aid Society at the station for rooms and rates. This will save you considerable running around, for hotels do not always have rooms available. A single room is generally \$2.50 a day and up. Y.M.C.A. and Y.W.C.A. dormitories charge from \$1.00 to \$2.25 a day. If you stick your College emblem on your brief case or baggage, when going about, it will help you to get assistance from others more readily, for Americans respect foreign students and like to help them.

Telephone and Cables

Before you are left in College to sink or survive you should perhaps be told about the ubiquitous and most useful telephone and the very efficient cable and telegraph service of America. Situations may arise demanding immediate assistance or you may want to cable home or wire to the Dean or a friend on arrival.

If you are in a fix of any kind or find yourself in a strange place, the best thing is to telephone to the College Dean or to the Y.M.C.A. or Y.W.C.A. Secretary, or the Travellers' Aid Society or the Rotary Club, and go there in a taxi or cab. For making a long distance call, you do not need to go to any special place or booth. From any telephone booth you can speak to a faraway party by putting in the appropriate slots the regulation charge which will be quoted to you by the operator over the telephone.

Nor is it necessary to go a long distance, as in India and Britain, to send a cable or a telegram. Simply dial the operator and ask for 'Western Union.' You can then give the message over the telephone. If you have a private phone, the cost will be added to your monthly bill. Sending a telegram from a public telephone—and these are to be found at every street corner in a city and in all restaurants and drug stores or pharmacies—you will be told the cost, and when you have dropped the right amount of coins into the slots marked with the various denominations, the message will be sent.

Travelling in U.S.A.

Travelling is much easier, cleaner and faster in America than in India. Every railway system or company has its own Time Table and a variety of these Time Tables is distributed in the same office and station. They are small and easy to carry about. The trains are, for the most part, punctual and fast and make very brief halts at stations. So if you are not on time and quick you will have the pleasure of only seeing the trains off! Alertness and agility are very necessary.

Accommodation in Trains

There is only one class for sitting-up-journeys, a class which corresponds to our First with seats meant for two. For night and long distance journeys Pullman coaches are used. These coaches have seats which at night are converted into beds. Blankets, sheets and pillows are supplied by the Railway.

Therefore no one ever carries about what is known in India as bedding. Make it a point to do at least one journey in a pullman carriage, though it is possible, and not uncommon, for passengers to sit up in the non-pullman coaches throughout the night.

People travel extremely light. A portable suitcase is all that is usually seen on a train. Of course there are porters for carrying heavy baggage, and depending on the weight of the baggage and the number of pieces, they are paid anything between 25 cents (a quarter) and a dollar. Each train passenger is allowed 150 lb. of luggage free of charge. This should be handed over or checked in the Baggage Room in the station and it will be looked after and expressed or sent by the Railway.

Consult Travellers' Agencies

At the big stations, and to meet the important trains, there are representatives of the American Express Company and Thos. Cook. These agents who are recognized by their uniform and badge will handle your baggage and hotel problems to your satisfaction. To travel light you must let an agency like the American Express Company or Thos. Cook & Son handle your heavy articles and deliver them to the College address marked thereon. These are travellers' agencies with a well established reputation and should be consulted also when you wish to make a tour. As you know they have branches in the big cities of India as well. They will plan out your trip, tell you where to halt, perhaps even write to hotels and Y.M.C.A.s and Y.W.C.A.s for your stay and issue travellers' cheques to save the risk and trouble of carrying notes and cash. If one of the express companies sees to your baggage and you carry in your suit case only what you need for the trip and the brief halts you propose making en route to your college town, you can travel about light in more senses than one.

Plan to arrive in your College a week ahead of time. You will have to fix up a room, purchase a few necessary things and get acquainted with the environment and be ready for the opening day.

Now that you are in America, you should be sure to form correct notions about America and Americans, their history, customs, outlook, temperament, opportunities, achievements, etc. Ignorance is no bliss. You cannot understand and interpret them unless you have the necessary background. This introduction of America and Americans will be provided next.

CHAPTER VI

AMERICA AND AMERICANS

It is a pity that most students have the haziest notions of the country and the people they are going to, and that ordinarily no attempt is made to enlighten them or to make their adjustments easy and intelligent. Unless those who are going to U.S.A. know something of America and Americans they are bound to find it difficult to understand and interpret their own experiences. Therefore, to make your first contacts and experiences what they should be, an attempt is made here briefly to introduce the country and its people to you. Your first-hand direct experience with them should then be pleasant and profitable. Now meet America and the Americans.

Size and Composition

The United States itself occupies a tract of land which is one-third larger in size than India. It extends from old Mexico in the South to Canada in the North; from the Pacific on the West to the Atlantic in the East—an area of three million twenty-seven thousand square miles. From the East Coast to the West Coast it is about 3000 miles and from North to South it is 1500 miles. On this, nearly a hundred and thirty-five million people, descendants of people from every quarter of the globe, have planted themselves. Each race, each religion, each colour, has left its mark, and that conglomerate mass makes up the America of today. The Aborigines were driven west. British blood once held sway; but the old stock on which so many nationalities have been grafted has lost its individuality under the more modern growths. There are Puritanical strains, Eastern superstitions, Latin poesies, Saxon love of music, German doggedness and Scandinavian truth and honesty. The American, as some one has put it, is a hodge-podge. In 1930 close to one-third of the population was foreign-born or of foreign-born parentage.

Type and Characteristics

In picturesque language, it has been said that America is rather like a pumpkin pie: it has so many ingredients that it is

hard to discover where the real pumpkin flavour lies! Besides, one month it is dressed in furs like an Eskimo in the North, and the next in cottons on the shores of the Mississippi.

However, it must be mentioned that there is a distinct American type appearing—virile, strong, tough and self-reliant. Just glance at the picture of the new Senators and Representatives in American magazines. They are one and all men of broad, intellectual brows, high foreheads, large noses, strong mouths. Nearly all have clean shaven faces and every single one has a thick-set, broad, determined, strong willed jaw—the American jaw one might call it, and it is becoming a national feature. It is a finely lucrative business for steel grinders or razor makers, for every one shaves!

Americans have certain characteristics. Though in this connection it must be borne in mind that it is a fact that there can be as much difference between an American and an American as there is between an American and a European, the foreigner is nevertheless struck by certain definite features.

Speed and Bustle

Hurry is one of the outstanding characteristics of the 20th century civilization of America. From the baby's first glimpse of motor cars whizzing past the window to the time of youthful 'joy rides' through the countryside, all is rapid movement. The growing youngster's daily existence educates him to the idea of speed. There is, as a consequence, very little room for red tapism. What in India would take several weeks to dispose of is settled in an American office sometimes in as many minutes and often in as many hours! The telephone is used a great deal more there. The whole tempo of life, development and administration is different. It is a New World indeed, especially for one used to conditions in India—official or private.

The bustle of American life, though far from salutary in most aspects, denotes a degree of activity rarely found in other people. Foreigners may scoff at the Americans' pursuit of the dollar but they must admire the energy of the pursuers! Parenthetically, if Americans were less successful and the critics more, nothing may have been heard of it, perhaps. Whatever may be responsible for this trait, there is no doubt of its effectiveness in rearing a vast social and economic structure in so short a time and one that will be a marvel for all time.

Excitement

Another feature is love of excitement. Their whole civilization is pitched in a higher emotional key which requires shriller notes to startle the audience. Thrilling re-creation and forms of entertainment have been institutionalized. You see it also in professional life, in automobile races, in public dances and more than anywhere else in amusement parks.

Commercialism

Commercialism in the sense of a pre-occupation with the production, appropriation and consumption of material things is another characteristic of modern America. The immense natural resources of the land and the constant improvement in the methods of utilizing them, have held out such prospects of wealth to Americans that they have naturally devoted themselves to industrial development. With all the world turning its energies towards commercial pursuits, the nation possessing the greatest potentialities in this sphere could hardly be expected to do otherwise. Moreover, there was in that country no well established cultural tradition to oppose the tendency. The necessity of conquering the continent, the shifting character of the population, the constant inflow of immigrants, the relatively low degree of family pride in most cases, have all been favourable to the fostering of change, initiative, and experimentation, and hostile to the development of a strong rigid cultural organization such as one is familiar with in Asia and Europe.

Objectivity and Practical Ability

Externalism is another trait, and this is due to some extent to commercialism. Their devotion to the "immediately practical" has led to a lack of concern for the more vital aspects of life. The majority of college students are aiming at increasing their earning power in later life, many to secure social prestige and some to distinguish themselves in athletic and campus activities. The sons of the upper economic classes go to college because it is taken for granted and many of them think of a college career as a pleasant four-year holiday. A burning desire for knowledge is relatively infrequent. One often wonders if their opposite numbers in India are any better! However, Americans are amazingly versatile. Few successful Americans have not tried their hand at many different things. For many it starts in college and the list of things boys and girls

do to work their way through college runs almost the entire gamut of occupations and none have the slightest effect on social standing except to raise the student higher in general estimation. Most Americans in the army and in civil life in India give the same impression of being able to turn their hand to anything in an emergency and, for that matter, even Indian students who have studied in U.S.A. have usually been noticed to be more practical and more capable of managing things.

Attitude Towards Money

The American attitude towards money is unique. In the past, the chances have been so great and the natural wealth of the country so enormous, that the American has come to think of money in almost wholly new terms. Making it has been more of a game than anywhere else, and when made, because made so easily, it has not been something to be hoarded but to be spent and given away. The world knows of the \$100,000,000 Carnegie gave the British Isles, that Americans rebuilt the Belgian Library at Louvain which the Germans had destroyed, that the Rockefellers have given millions to many countries, that Americans helped to build the University of London, put a new roof on the palace of Versailles and poured tens of millions out to other countries helping in all sorts of ways in times of peace. Americans are more liable to be swindled by foreigners than foreigners by Americans. The readiness with which Americans part with their money for practically any cause at all and respond to an idealistic appeal is unmatched elsewhere.

Organizing Ability

Americans have a talent for organization. Obviously, caricaturing this, some one has said that whenever four of them get together, one is chosen President, another Vice-President, a third Secretary and the last Treasurer! It is a common thing for children to have their own organizations in school and in clubs outside and manage their own affairs. The initiative, self-reliance and managing ability they show is remarkable. The huge concerns, commercial, agricultural, industrial and educational, scattered all over U.S.A. are further evidences. British army officers have admitted that in the north east of India and in Burma Americans have been able to achieve in days feats which they themselves could not accomplish in weeks.

Humorous and Cheerful

Cheerfulness and wittiness may be regarded as another pronounced trait in these people and a good sense of humour is a great aid to getting on well. A characteristic verb in American slang is "to laugh it off." One can easily understand why Americans are so ready "to laugh it off." However advanced they may be in science, industry and learning, they are carefree like children. As Chamanlal says in his beautiful book on America, "The people of America want happiness here and now, while we spend all our life savings on feasting the Pandits and Mullahs to guarantee our happiness in the future. The authors of the Declaration of Independence made it a point to include the pursuit of happiness as a right similar to freedom." The success of their democratic institutions and the growth of their industry, have made Americans proud of their country and themselves as makers of it. A steadily rising standard of life has perhaps been most influential in rendering Americans content with the present and confident that the future has only good in store. Optimism is particularly evident among the University students because they are not drawn from an aristocratic class as are most of the students of Oxford and Cambridge, but come largely from middle class families. Students as a class are not really well off, for the great majority of their families employ no servants and five-sixths of the students themselves work during the summer. Some have to borrow money to pay for tuition, approximately one-third work regularly during the college year, but very few appear discouraged or seem afraid that they may not meet their obligations. This is evident by the popularity among students of expensive cinema shows, the numbers who attend public dances and out-of-town football games and the general well-dressed appearance of undergraduates.

Great Faith in Education

Americans have tremendous faith in education and research and are prepared to pay for it. The total expenditure for all grades of state schools in 1870 was \$70,000,000; in 1930 it had exceeded \$2,130,000,000. During the 18 months from March 1943 to October 1944, a total of 82 million dollars of Federal funds was spent in colleges and universities for research connected with the War. In 1936-37, of the total of 220 million dollars spent for research in U.S.A., the universities

spent 50 million, the Federal Government 70 million and industry and business the remaining 100 million. Not only is education compulsory and free up to 14 or 16 years of age but, indicative of how widespread higher education is in the United States, is the fact that there are over 1700 colleges and universities in the country as a whole, and that the estimated total expenditure for higher education alone in 1943-44 was in excess of 600 million dollars. Compare this with the total of 300,000,000 rupees or 100 million dollars spent in 1940-41 on all stages of education in India. It is significant also that as the 'Who's Who' shows there have been 530 times more men with university training than without, elected to the U.S. Senate.

Independent and Self-confident

The American is traditionally cocky and self-assured. He is most independent and gives little thought to tradition or convention. Americans have the characteristics of a youthful people. The fact is that America is very young. She was born but 300 years ago. A clergyman in New York may not hesitate to preach from the pulpit in his shirt sleeves, if the weather is hot, whereas an Englishman in the weltering heat of India often insists on wearing an uncomfortably warm dinner jacket. If some one pats you on the back it means only goodwill. To us of the Old World the American is apt to appear at times crude and unsophisticated. But caring little about custom he is able to bring a fresh and open mind to bear upon a problem and to solve it in the most effective manner possible. He has unlimited self-confidence, optimism and a desire to test all things and to hold fast to that which works. His youthfulness is similarly responsible for his willingness to take a chance as well as for his inclination to be expansive in his talk, not the least about himself, his own affairs and his country. His humour is often based on exaggeration as the Englishman's is on understatement.

Friendly and Appreciative

Americans are a friendly people. Someone has said that every Englishman is an island. Foreigners feel that the English are reserved, insular and almost standoffish. The Americans, on the other hand, would appear to possess the opposite characteristics. They are gushing, enthusiastic and communicative. American hospitality is proverbial. They make you feel that

they are glad you have chosen to go to their country, and that they want to make you also glad that you are there. They are ready to guide you, help you and appreciate and encourage you. There is a very evident and fervent loyalty to a way of life, to a kind of Society that offers definite promise to the humblest of its citizens and visitors. It has been the experience of many an Indian student that during his stay in America he has discovered hidden talents and possibilities within himself. Nowhere else is maximum opportunity guaranteed to each individual. Nowhere else is there so much ready encouragement of even the feeblest effort at achievement. Nowhere else is a man stimulated higher and higher up the mount of glory. All this is democracy in action. What his parents never expected in India, what his teachers never thought possible, what he himself in his wildest dreams never imagined he was capable of, he finds himself steadily becoming and accomplishing. That is what timely encouragement does to struggling, ambitious youth. Americans are lavish in their praise and generous in their approbation, and would seem thus to be carrying out Dale Carnegie's famous prescription for making friends and influencing people!

College Students are Typical Americans

A word about College boys and girls with whom you are immediately most concerned. They are like their elders, practical, jovial, confident, helpful, outspoken. They are proud that you have come all the way from India to their college or university, and they would like to be of the utmost use to you, but you must learn to get out of your shell and show that you have something worth their while to get from you. American girls are known for their frank and friendly comradeship and usually know how to look after themselves. The girls, an Indian student mixes with in America, are, generally speaking, college students coming from good middle class homes. In Britain, Indian students, speaking generally again, do not have many opportunities of moving with girls from good homes and so tend to associate with a class with whom they have nothing much in common. American boys and girls expect to learn much from the mystic intellectual East and they believe they have a few things Orientals might profitably take back from America.

Still Achieving, Still Pursuing

Finally, Americans leave you feeling that they have untold possibilities. What the American may become, what he will do in the future cannot be forecast. Whatever he may prove, his numbers, his skill, his ingenuity and his resources will be of enormous weight in the scales of the world that is to be. In fact already this has become obvious in many ways. The American has largely dropped the past. He has scarce lived in the present even. He looks to the heights and to the future—and starts on his endless, tireless quest for a world newer yet!

This is just a brief introduction. You have some background now on which to start, some foundation on which to build. There is no need to add that there are shady as well as bright spots in America as in every other place, but it is hoped that your contacts will be with all that is inspiring and that you will judge Americans as you would like them to judge you and your country—understandingly.

And now it is necessary for you to get an idea of the pattern of American education. The system in U.S.A. is different from the Indian and the British, on which the Indian is modelled. The aims too are different. On the threshold of an American College, you cannot be left ignorant of the scheme of things and how you can make the most of your opportunities now. This will be taken up next.

CHAPTER VII

THE PATTERN OF HIGHER EDUCATION IN AMERICA

More and more Indian students, who are looking forward to a higher education in Western countries, are looking beyond England and the continent of Europe, those familiar places for Indian students, to that great country, America, beyond the Atlantic and the Pacific Oceans. That being so, too much emphasis cannot be laid upon the importance, and indeed the necessity, of their obtaining detailed and precise information regarding American university requirements before they leave India. Much time and money has been wasted by students who, relying perhaps on insufficient information have gone to U.S.A. only to find that their preliminary qualifications were inadequate or that the special facilities they desired were not immediately available, or that they were not in time for beginning a course. This is true also of many students who have gone to Britain. The High Commissioner there and the Agent General in U.S.A. have again and again stressed the undesirability also of students, ill-equipped mentally, physically, academically or financially, venturing gaily to go abroad for higher studies. You must therefore have a clear idea of the features and pattern of higher education in America. In what ways is American education different? What factors have contributed to the shaping of the present system? How is it superior in practice to the system prevailing generally in India?

Its Uniqueness

The foreigner who approaches American Universities with the notion that a university is focussed entirely on the training of a small intellectual elite, who have been segregated from their contemporaries at an early point in their educational career, may not always easily understand the broad and diversified purposes served by American higher education. The colleges and universities are still of course concerned with discovering those students best fitted for carrying on the usual scholarly activities and with giving them the necessary training and knowledge. The University graduate schools most clearly reflect this aim and will offer the patterns most familiar to the

stranger. But there is also recognised especially in the undergraduate institutions, the responsibility for training the large body of students who will not follow the traditional scholarly paths and of giving them as rounded and advanced a general education as possible. The increasing concern for the emotional and social, as well as purely intellectual development of the student, is part of this conception of the responsibility of the institutions of higher education for contributing to the development of a democratic society based on a generally high level of education.

Broadbased and Democratic

The fact is that though originally patterned after the English colleges with which the colonists were familiar and strongly influenced in the 19th century by the examples of the Continental European universities at which American scholars studied, American universities have been constantly responsive to conditions in the United States, especially the democratic trend resulting from the frontier and westward movement. There has been a distinct moving away from education limited to the professional training of restricted groups toward the education of an entire nation. The education of the whole person, too, rather than purely intellectualistic training has become more prominent in the theory and practice of institutions of higher learning.

Practical Implications

It must be stressed here that the U.S.A. has been outstanding in making higher education increasingly available to people of lesser means. Before the war there were a million and a quarter students registered in American colleges and universities. Not only do larger numbers but a much larger percentage of American youth go on to institutions of higher learning today than ever before. One-tenth of the 18 to 24 years old population is in college as compared to one-fiftieth in Britain. Three times as many American soldiers of this war, we are told, have attended college—and often had finished their college course—as was the case of the American army of the war of 1914-1918.

Well Educated Citizenry

A striking increase in the number of college students has resulted in a change in the student body. The increase has

not only brought to the colleges more students with the same kinds of social backgrounds as those who formerly attended college, but it has brought the children from an entirely different range of social groups. College student bodies have more and more become a veritable cross section of the population of all races and creeds and almost every economic level. Parallel with the development of conditions that have made possible a longer period of education for great numbers has come a rise in the level of general and specialized knowledge required of people in all walks of life. More and more types of work demand a relatively high level of education. American colleges thus are confronted with the task of continuing their traditional function of scholarly and professional education and at the same time of fostering the high level of education appropriate to a democratic society and a highly trained and well-educated citizenry.

Grades of Institutions

The main grades of higher education in America are the University, the college and the junior college. In spite of the theoretical distinction between the college and the university, these two terms are often used interchangeably, though it must be added that generally speaking a university includes several schools or colleges or departments. A large institution may have high academic standing in all fields, but it is usually outstanding in certain departments or colleges. No one institution or university excels in all branches. There is a general feeling among foreigners that the eastern colleges are the best in the States. The result of this old idea has been the great concentration of foreign students in Boston, New York and other eastern cities. The schools in the other parts of the country, it must be stated, emphasize 'practical training and research in practical problems and perform great educational experiments defying conventional practices.'

Degrees

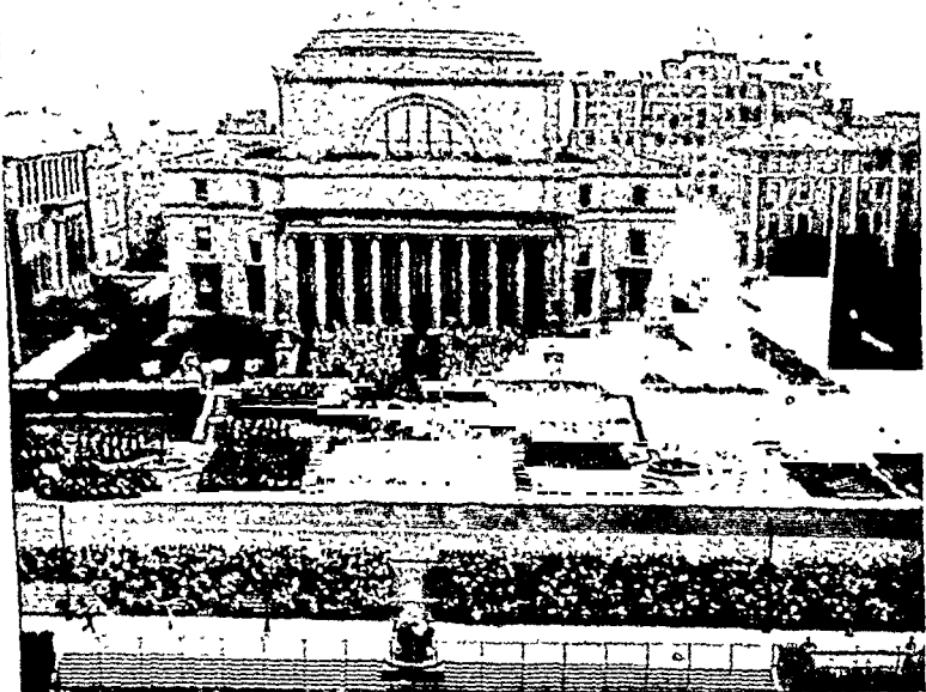
For admission to an arts degree course a student must have passed the School Final or Matriculation examination of an Indian university and be able to satisfy the college authorities with regard to his standard of English. As a rule all universities accept a degree of an Indian university as entitling the holder to graduate standing provided the background has been supplied in the desired subjects. A Bachelor's degree is rarely obtainable in

less than three years by those who have passed the Intermediate examination in India. The A.M. or M.A. degree represents one year's work, in most universities, after the A.B. or B.A. Various professional degrees are granted such as Master of Business Administration (M.B.A.), Master of Education (M.Ed.), Master of Laws (LL.M.), Doctor of Medicine (M.D.). The length of studies varies with the degree. The Ph.D. degree involves over 3 years' work in the way of credits and courses—main and allied—and the writing of a dissertation. (The English Doctorate represents the exclusive study of a particular topic or problem.) This latter usually takes over a year of concentrated attention. Only students who pass a preliminary oral and written examination are allowed to work for the Ph.D. and there is a final *viva voce* in which the candidate is examined on the thesis and related fields.

College Terms

American universities used to work from the third week of September to the first week of February with a brief break at Christmas and then after a few days interval on to the first week of June—two terms in all with almost no holidays. After the 'commencement' or convocation in June, colleges and universities remain closed through the summer until the fall or autumn term begins in September. But during the war most institutions worked almost nonstop to enable students to complete their courses as early as possible. Even before the war, however, in some institutions summer courses used to be arranged in certain specified subjects and departments. Attendance at these counted for academic credit and the student was able, by studying during those weeks, to shorten his stay at college or university. Conditions having become normal now the usual terms and arrangements are once again in force.

While students usually join university for the first time in the Fall term, joining at the beginning of any of the other terms is not altogether discouraged. This is because in all American universities the work done in any of these terms is complete in itself and is not carried on from one term to another as is done in this country. That is, a student is considered to have completed a certain subject taught in the term if he has done all the assignments and passed all the examinations given by the instructor in charge of that subject.



A view of the Convocation of Columbia University. The audience is so large that the seats extend across the street and beyond the University's tennis courts. Famous for its work in training and research with a student body of over 30,000, Columbia University is one of the largest educational institutions in the Western world. The foreign students here represent more than 40 different nations.



A group of art students drawing directly from life in one of the spacious studios of a leading women's college. Such facilities are available in certain men's co-educational institutions as well. Art should attract an increasing number of Indian students interested in it for commercial and other reasons.

The 'Point' or 'Credit' System

In this connection you ought to know that American colleges and universities are run on the 'credit' or 'point' system. For instance, to get a Bachelor's degree one has to accumulate on the average, after leaving high school, about 120 credits. A point ordinarily represents one class hour a week over a term. Some courses in a subject involve one hour's work a week in class, some two hours and some three hours. There are some advanced four-point courses involving considerable previous preparation or investigation. A student ordinarily registers for anything between 15 and 18 points a semester or term. During the year, therefore, students aim at completing 30 points on an average, and that represents a year's work. Many schools charge tuition fees according to the number of credits a student enrolls for.

Examinations and Tests

There are examinations at the end of each term, there are tests during the term, there are quizzes more often and all these count 40 to 50 per cent of the marks for the term in the different courses a student is taking. A student in America therefore knows fairly well from the way he does his work and from the grades that he has obtained during the previous few weeks whether he is going to pass or to fail in the course. If you have completed the requirements for the course, you obtain the credits for the subjects. Some courses call also for term papers which necessitate considerable amount of reading and sometimes of field work, research, surveying or investigation. Sometimes a thesis is required at the end of the year in addition to the courses with their points, and this is usually so with regard to the A.M. or M.A. degree. The Ph.D. degree requires a dissertation and about 3 years of class room work and seminars. So a student attending a university for one semester and taking, say, 16 lectures a week, if he has passed in all the subjects, will get 16 credits at the end of the semester. If, on the other hand, he has failed in one subject which involves, let us say, 4 lectures a week, he will during that semester obtain only 12 credits. The student will therefore have to repeat that one subject again or give it up.

Commendable Features

This is one of the wholesome ways in which education in America is different from current practice in India. Just imagine

the amount of time, energy and youth wasted when thousands and thousands of young people, some of them possessing the best brains of the country, are asked to repeat the work all over again for a whole year because of inability to pass in some one subject. Besides, in U.S.A., a student finishes three or more subjects at a time in one semester and does not have to worry any more about them once they are finished. He can devote himself wholeheartedly to some new ones instead, whereas in our country, as you know, a student is expected to cram up and reproduce at the end of the specified two or three years all that he studied during the entire period—a feat which tends to encourage slavish memorizing and stifles initiative, imagination, originality and intellectual interest.

Opportunities for Exploration

Further, there are certain fundamental subjects which are required, and which a student must complete in order to obtain a degree. And there are also very many subjects taught in every American university, which are *not required* for any particular degree, but which a student may for some reason wish to take up. These too count towards the aggregate points required. This allows an American student much greater freedom of choice of subjects, and also helps him to get a much broader education and to explore and develop whatever latent faculties there might be in him which can be developed.

Professors' Methods

Lectures in American colleges are much better planned than they are in this country. The instructors seem to have high standards of their own and aim at winning their students' respect and confidence. It is quite customary for a professor to hand out the outline of his lectures in the beginning of the term to the students, or at least to hand out the programme of the lectures to be delivered during the term. Lecturers and professors start their work the very first day of term and continue, with no absence or casualness, to the end of the term and cover the ground mapped in the beginning for the course. These men are also known to be carrying on their own studies, researches or investigations in their special fields and are not rusting, or resting on their oars, and drawing increments and getting promotions merely because they happen to be breathing! And again, most American professors do not have the air of high

dignitaries. A student may go to his professor with problems in his subject or in a personal matter and, whatever his problems, his professor is glad to help him. The personal factor has long been strong as is evident from the statement made by the famous President Lowell of Harvard University in his inaugural address in 1909:

"The object of the undergraduate department is not to produce hermits, each imprisoned in the cell of his own intellectual pursuits, but men fitted to take their places in the community and live in contact with their fellowmen."

Research Facilities

At the post graduate level especially, American Universities offer facilities which are unique. Not only are the professors equipped by enthusiasm and study and experience to be competent guides, but the libraries are so large, so well-arranged and so invitingly equipped that it is a pleasure to be working in them. The classified catalogues, digests, encyclopaedias and other reference guides covering all conceivable subjects knock the sting out of research and make studying there a joy for ever. No wonder, libraries in most American universities are open not only during the day but also at night up to about 10. In the University of California, with about 10,000 students, about four to five thousand students may be found in the different libraries every night.

Study the College Catalogue

A look at the catalogue of courses offered by an American University would introduce to you the system of American higher education. Catalogues of some Universities can be found in the U.S.A. Information Library in Bombay and in the Foreign Universities' Bureau of all Indian Universities. If there is time you will be well advised to secure your catalogue straight from the college or university in America you intend to join and study it.

What is life in an American college like ? What are its opportunities ? What are its dangers ? What can you do to get the best out of your stay and study at an American University ? These questions will be dealt with next.

CHAPTER VIII

LIFE IN AN AMERICAN COLLEGE

You have now at last reached your destination. College life in America is very different from life in an Indian college. The fact that you are in a strange country and amongst unfamiliar people makes all the difference in the world. Add to that different college customs, traditions and regulations. The best thing you can do at this stage is to read your catalogue once again and find out all you can about the institution and its demands and arrangements.

Meet Your Dean

Soon after your arrival in your college town it would be a good thing for you to go and see the Dean or Registrar of your college. The Dean of the graduate school or division is the executive head of this section, and is responsible to the President of the University, whose office is equivalent to that of a Vice-Chancellor in this country. The Dean will assist you to solve your lodging and boarding problems or direct you to the officer or department dealing with these matters. He will be able to discuss your credits and academic standing. He will direct you to the professor, or professors who can best advise you regarding the courses you should register for. It is advisable, therefore, that you should plan to arrive at your destination a few days before the opening of the semester or term.

Settling in

A student should arrange to arrive in U.S.A. towards the end of August or early in September. This will allow him time to obtain lodgings, provide himself with clothes, books and other necessities and thus to be in a position to commence his studies immediately the session begins. This is essential also to assist acclimatization and enable an Indian gradually to get used to 'fall' or autumn and winter.

About Clothes

As the style and the type of clothing used in America are different from those used in this country, the student going from here would be well advised not to get his suits made in this country, but to buy them ready made when he gets to America.

Live in the College Dormitory

The typical undergraduate college assumes large responsibility for the education of the student as a total personality. It is a campus institution and usually provides housing for all or part of its students in dormitories which are centres of the social life for the students. College life consists of various activities in addition to those of the classroom : community life, students' clubs or organisations in great variety, and association between student and teacher. This element of community life is thought to contribute to the development of the student's capacity to adjust himself to other personalities and to become a constructive member of social groups. An expression of the feeling of a common bond is the existence of alumni associations in the various colleges which help to keep the scattered graduates in touch with one another and which often devote themselves to continuing interest in and support of their alma mater. You cannot get the feel of college life unless you are staying in a college 'Dorm' and entering into the life of that community.

Apply Early

Students who want to live in the college dormitory or hostel should write to the office early enough to secure reservation. Accommodation cannot by any means be taken for granted these days when hosts of American students are returning from the forces to rejoin college. For Indian students, living in the hostel is by far the best thing. You not only steer clear of the possibility of social discrimination but have a chance of rooming with an American student—if it is a double room—or in any case in the company of American students, and thus of actively getting to know American life. The richness of common and co-operate life is a gain not to be sacrificed for living with your fellow nationals and enjoying your native food and speaking your regional language.

Usually in every university town in America there are also approved boarding and lodging houses in which students from foreign countries may find accommodation. Expenses for board and lodging in the eastern universities, it must be mentioned here, are definitely higher, especially in the larger cities.

Breaking the Ice

When the stimulation of new things has worn off and a foreign student begins to feel lonely and lost, surrounded by

new faces, other minds, strange customs, he seeks refuge in the library or retires to his own room. But a hermit's loneliness is not the necessary fate of an Indian in America. The number of organizations and the richness of extra-curricular activities are important features of higher education there and aim not only at imparting knowledge but also at training the younger generation to live and work together. Announcements of activities of each organization can be found on the bulletin boards and in the college newspaper. A good introduction therefore to campus life is to look at the bulletin board frequently and to subscribe to the college paper. Incidentally, there are more social activities during the first week after the re-opening of college than at any other time. Students, especially new and foreign, receive numerous invitations from college authorities, professors, and organizations of various kinds. Most of them are merely announced in the college paper or on the board. Taking advantage of these initial openings is extremely important and so it is useful to accept as many of these invitations as possible.

Play Your Part

While in college you ought to aim at making a contribution to the life and activities of the institution, and this is not so difficult in a small college. You are in an advantageous position because from the outset you are a marked man. If you have any special talents you should use them. If you have any accomplishments you should exhibit them. You will have opportunities for speaking on India, and even of writing about India. An appreciative audience and an eager reading public might almost always be assumed. If you are good at games, you have another avenue for achieving distinction. Remember that since you are one of the very few Indians with whom your classmates and professors have come into direct contact, they will remember what you said and did long after you have forgotten them and will often quote your sayings to your successors and to others.

Your Privileged Position in College

As a rule American students are not very studious or intellectual and often not a match for Indian students, so far as studies are concerned, though they are usually superior in most practical fields. Should you shine in academic work, there is really nothing much for you to brag about. On the other hand,

should you fail, there is much to be ashamed about. Some one has said something like that about spelling : "to spell well is no credit, but to spell badly—that's something to be ashamed about."

The fact to be remembered in this connection is that Indian students going abroad are a very select group, whereas in America, with free and compulsory education up to 14 and in some states up to 16, and with most high school boys going on to college, it is a fact that the boys and girls who are studying with you are representatives of the majority—not of the infinitesimal minority, as in India. Higher education is democratized. Before the outbreak of the war almost 10 per cent of the population in U.S.A. between the ages of 18 and 24 was attending colleges or universities, in contrast to less than 2% in England, France or Germany at any one time. The Sargent Report says: "In pre-war Germany, the proportion of students in the Universities to the entire population was 1 to 690, in Great Britain 1 to 837, in the United States 1 to 225, in Russia 1 to 300, while in India it was 1 to 2,206." There is another fact to remember. The same authority continues, "There are 12 Universities in England for a population of 41 millions. In Canada, there are 13 Universities for a population of 8½ millions, in Australia, 6 for a population of 5½ millions. In the U.S.A. there are 1,720 institutions for education of a University type for a population of 130 millions, while in India there are 18 Universities for a population of 400 millions." And now what percentage would those Indian university students privileged to go abroad represent? Education is so broad-based there that all and sundry are in college competing with you. If you couldn't do better than they—well, you haven't profited perceptibly by your education in India. You may have been through college but obviously college hasn't been through you !

College Girls

A word about college girls—Oriental men students do well to get acquainted with American girls as well, and most university institutions are co-educational. There are many aspects of a country's culture that a foreigner does not see or understand by acquaintance only with the men. The hand that rocks the cradle rules America—as well, and it would be a pity for an Indian student to return without having had opportunities

to mix with some of the finer types of American girls. Of course there are girls and girls, but girls with standards you respect, will expect you to have standards too. It is quite possible for persons to be friendly without becoming familiar. American girls are generally free, frank and friendly, and might give the foreigner not used to easy comradeship with girls, the impression of lacking reserve, dignity and character, but it is necessary to bear in mind that their freedom and liberty are not indicative of license and looseness. Some boys have misunderstood their natural friendliness and have had to learn from painful experience that there are girls who are self-respecting and refuse to be treated like play-things. Most Indian students who have been in America know of one or two fellows who did nothing else but have "a good time" and wasted precious years and became the talk of the town, as it were. It will not do to behave in life as you see young people do in the movies. A reputation gained for this is a reputation lost and the worst is imagined by Americans, with the assistance of Katherine Mayo & Co., regarding the character of your countrymen in general.

Unofficial Ambassador

It must always be borne in mind that Americans will form their impressions of Indians by what they happen to see and hear of you. The vast majority may never see India and will never know the fine types of people there are in India. You will, therefore, have to be constantly aware of the fact that you are an unofficial ambassador of this great land, and that by your life and contacts in college and outside, ties of Indo-American friendship must be formed and strengthened.

More could be said on this subject, but that is unnecessary here. Later chapters will cover other aspects and the reader is advised to dip into Dr. Bharatan Kumarappa's instructive book *My Student Days in America!* (Padma Publications, Bombay.)

An aspect of college life in America, much spoken of in India, is self-support. Many students are known to have worked their way through college and several have received scholarships and fellowships. In the next chapter these ways of supplementing one's financial resources will be considered.

CHAPTER IX

SUPPLEMENTING YOUR INCOME

While dealing with what it costs to study in America, in Chapter III, it was mentioned that room and board would ordinarily cost about \$1,000 a year, and tuition about \$250, and travel and living during vacations together with miscellaneous expenses would amount to \$350, making a total of \$1,600 or Rs. 5,000 a year. Passage was stated to cost between \$350 and \$500. It is possible, sometimes, to supplement your income through part-time employment and by getting scholarships and fellowships. These features have always characterised life in an American College and many Indians who have been privileged to study in America and not born to wealth will gratefully admit how but for the opportunities they had for self-support, they would never have made anything very much of themselves.

Borrowing

During the writer's time some Indian students, in certain centres, earned a bad reputation by borrowing money, sometimes from their fellow countrymen, sometimes from their American friends and sometimes from the University, and failed to repay the loans. Borrowing in itself and anywhere is a bad thing, and Shakespeare has warned us—"Neither a lender nor a borrower be; for, lending dulls the edge of husbandry." Your fellow Indian students can't afford the luxury of playing money lenders for they themselves need every cent they earn or get from home. American students are in no better position and failure to repay in their case is very likely to mislead them with regard to the character of Indians in general.

American colleges and universities occasionally do have special funds for enabling students to tide over difficult times and are glad to help a foreign student out. These amounts are not gifts but loans, but some students appear to have forgotten to treat them as such! I know that Columbia University was sending out several letters to India reminding an otherwise decent Indian about the \$400 he had borrowed in an emergency. "Who steals my name steals everything," the popular saying goes and when the reputation of Indians for keeping their word

and meeting their obligations is lost with a reputable institution, it is a bad day indeed for succeeding generations of Indian students who will have those sins visited upon them. To avoid the possibility of being stranded, it would be advisable to have your money remitted in good time and on stated dates from India to your bank in America. You would do well also to try scrupulously to live within your budget. If the domestic contribution is known to be inadequate you must find suitable part-time employment in consultation with your college authorities. But do avoid begging or borrowing by all means, just as much as stealing !

Not 'infra dig' to Work

It has always been quite common for students in America to work during the summer vacation and even during the college term. Students of all nationalities do it and no one, not even the wealthiest, thinks the less of you because you have to work to pay part of your expenses in college. In fact, *Who's Who in America* contains the names of many prominent personalities who have earned their way through college.

Some Indian students also have in the past succeeded in getting such work, but a student going now from here should not depend on this except to cover a small fraction of his expenses. Not only is it a fact that foreign students do not readily get such jobs, but unfortunately it is not as easy nowadays as it used to be to get part-time employment. And in any case, the opportunity for a foreign student to work his way through college is limited by the Immigration Law. Therefore, it would not be safe to count too optimistically on this source of supplementary income.

Variety of Jobs in Term Time

The jobs done during term time, as a rule, are waiting at table and washing dishes in restaurants, domestic work in homes, such as minding little ones or helping with house work—cleaning windows, tending furnaces, mowing the lawn—part-time clerking, tutoring, selling wares on commission, operating lifts or the telephone exchange, entertaining with music in certain types of shows—any Indian instrument will be appreciated—or dancing (Indian), lecturing and writing on topical Indian subjects, etc. Typing is a great asset both as a help to earn outside college and to type out your own papers and theses in college. These periodical class papers

have generally to be typed and so to pay for that will cost you something. The jobs enumerated above are usually paid for by the hour and the range would be from 25 cents to 75 cents. It is not advisable to spare more than 3 hours for such work while carrying a full schedule of college work.

Summer Employment

During the summer there are, in addition to the above, other jobs more paying and more varied. From assisting in summer camps for school children as Counsellor to working in factories and amusement parks, there is a wide variety of choice for energetic and resourceful men and women. The writer knows of Indian students who spent their summers digging graves, rolling tennis courts, working on farms and so on. You have three months off during summer and usually your remuneration for such work includes board and room, and so you are able to return to college, if you have been lucky, with anything between \$100 and \$300. In the summer camps mentioned above, American youth and children improve their health by outdoor life and sports. The Counsellor looks after the children, supervises their various activities and teaches them athletics, hand-crafts, etc. Farm work pays less but enables one to become acquainted with farm life and farm techniques and also to work out-doors in the fresh air and sunshine, which is very healthy. Skilled work may be obtained by students of engineering and agriculture. If a person is accepted as a lecturer by a commercial bureau, his lectures will each bring him anything between \$10 and \$50 each. The remuneration for topical articles also is considerable. Those with artistic ability may paint Indian pictures (scenes) or greeting cards for sale at stores or to individuals. The International Centre, the counsellor for Foreign Students, the Institute of International Education, the Employment Bureau of the College and your professors and friends should be in a position to give you help and advice if you apply to them in good time.

Ambition and Industry Admired

Americans admire and encourage a man who, in spite of adverse circumstances, has enough grit and ambition to educate himself. "It is easy enough," as Dr. Bharatan Kumarappa says in his excellent book, *My Student Days in America*, (page 61), referred to before, "to go through College at your parent's

expense. There is nothing to be proud of in this, and so perverse have our standards in the Old World become that we tend to look down on the man who works hard to earn his way through college and look with admiration at the student whose only virtue is that he has a rich father, fine clothes and plenty of money to fling about. American judgment is sounder in this respect and every encouragement is given to a student both by the college and the public to save money through honest labour."

Scholarships and Fellowships

The cost of living in America is calculated in dollars and not in rupees and so anything one can get or earn over and above what is sent regularly from home is a great help indeed. Earning in India in rupees and spending in America in dollars is not economical, to say the least !

Every University offers scholarships and fellowships, mostly on merit but occasionally on recommendation. Some colleges and universities have scholarships and fellowships earmarked for foreign students. Opportunities are greater for college graduates. A student may apply before leaving or he may first study there a year and during that time look around for a desirable award. The most valuable are fellowships which cover tuition and living expenses. Some cover only living expenses. Scholarships covering tuition alone are most numerous and easiest to obtain in comparison but even these mean a considerable financial assistance and cannot be counted on by the vast majority of Indian students. In addition to securing college catalogues, one might enquire of the Institute of International Education at 2 West 45th Street, New York 19, N. Y., the U. S. Office of Education, the Division of Cultural Co-operation of the Department of State in Washington, D. C. and the Watumull Foundation at 937 Malcolm Ave., Los Angeles 24, Calif. Applications to the Watumull Foundation for scholarships may also be addressed to: Mr. J. Watumull, Opposite Homestead Hall, Fort Road, Hyderabad, Sind. You may write to these bodies for printed matter and pamphlets giving relevant information. The closing date for filing applications for the year beginning in September is usually the first of February.

Your happiness in College will depend to a large extent partly on your making headway in your academic work and

partly on your being able to enter into the social life and the recreational activities of the people amongst whom you live. To avoid embarrassment and to facilitate your absorption in your environment it is desirable that you should, as Confucius has suggested, "inquire about the customs when you enter a country and enquire about what is forbidden in law when you come into a new land." This task will be undertaken for you next.

Government Scholarships

A limited number of scholarships will be offered every year by Provincial Governments and the Central Government. With a view to increasing the supply of properly trained personnel who are likely to be required in connection with the various plans for post-war development, the Government of India have decided, pending the extension of facilities for the necessary advanced instruction in India, to make arrangements immediately to send abroad each year a certain number of students, at Government expense, for advanced courses in subjects directly related to the probable post-war needs. For forms and fuller information you will have to consult the pamphlet, "Information for students desiring to proceed Overseas for Advanced Studies," to be had from the Manager of Publications, Government of India, Delhi. (Price annas 3, or 4 d.). There is much useful information there for all students going abroad and is well worth securing a copy even if you are not interested in applying for a scholarship.

In addition to the categories of students who will go overseas to study at their own expense or who may be sent abroad by firms or private bodies, there will also be a certain number of places for stipendiary students nominated by Provincial Governments. For information in regard to these places, application should be made to the Provincial Government of the area to which the student belongs. Those persons, however, who apply to a Provincial Government for a scholarship may also apply to the Government of India, but they should state clearly in their application that they have submitted an application to a Provincial Government and should also state the course or courses of study for which they have applied.

The arrangements outlined above are separate from and should not be confused with the scheme which the Labour Department of the Government of India have prepared for sending technicians already employed in industry to the U. K. or

CHAPTER X

SOCIAL LIFE IN AMERICA

Some students have gone to the States and returned with nothing to show for it all but a university parchment. Many lived like hermits, worked like book-worms and dashed home like home-sick school girls. They have learnt nothing and they have taught nothing. They have not tried to enter into the life of the place or to mix with its people. Their outlook has not become broader, their hopes have not begun to soar any higher, their thoughts do not go any deeper. This is a tragedy and a colossal waste. Make it a point, therefore, to broaden your interest and your understanding. Living in the U.S.A. offers many more opportunities than life in England to get into the social life of the country. The friendships one makes are amongst the greatest gains and should be cherished and nourished consciously and kept up carefully later.

Many Social Opportunities

Americans are very friendly and hospitable and it will not be long before you are invited to meals or even to visit and spend a week-end in private homes. Colleges and International Houses are asked by friendly Americans to send groups of foreign students over, churches give you other contacts and your classmates might invite you. To those of you who are not used to the Western way of living, a few practical hints here at this stage, may not be altogether out of place. "When you are in Rome, do as the Romans do." A chance to go abroad is a chance to live for a while as those people live—though Westerners don't seem to show that kind of sensitiveness or adaptability when they leave their shores and come to the Orient !

Some Points of Etiquette

In a land of speed and efficiency the people must be 'time conscious.' Keeping others waiting is considered very impolite. If you cannot be on time, telephone or write so that others will not have to waste time waiting for you. In a business call, come to the point quickly. In social calls, do not remain for more than 20 minutes unless the host insists that you stay longer. Answer all invitations promptly

by letter or phone, especially when they contain the request R.S.V.P. When you are invited orally, don't just say "Thank you" and leave your host uncertain as to whether you have agreed or not. Do not smoke when no one else in the room is doing so, at least not before asking permission. Always carry a clean kerchief and when using it avoid making any obtrusive noise. Cover your mouth with a kerchief if you have to cough or sneeze. When meeting a friend or being introduced, it is not always necessary to shake hands : sometimes a slight bow will suffice unless the other person extends his or her hand. A "How do you do" with a smile will do generally. When walking with a lady on a pavement or side walk, a man walks on the outside, near the street or traffic. When entering a room or a car he opens the door and holds it for her to go in first. When taking a lady to a show, you go in first to hand in the tickets to the usher and then let her precede you to choose the seat and help her to remove her wrap. Never joke about a girl's being too plump or too thin. You will win respect and friendship more readily when you exhibit Indian virtues than by adopting motion picture standards !

Be Thoughtful

When you are invited to a dinner arrive promptly, five minutes before the time set. If you happen to be a vegetarian, inform your host beforehand and save him awkwardness and trouble at the eleventh hour. At dinner show appreciation of what your hostess has prepared. She naturally likes to hear favourable comments on her cooking. Help yourself lightly with foods that are rationed, but don't refuse a second helping merely to appear polite. People like to see their food appreciated. It is, however, far more polite to refuse a helping of something you do not like than to take it and leave it in your plate. Never sit down until your hostess has sat and, although you may have food in front of you, it is not good manners to begin to eat until the hostess has begun or signs for you to do so. Notice how the others open their serviettes and spread them flat on their knees at the beginning of the meal, and do likewise. If some unusual dish is served, you will be safe if you take your lead from your hostess or your neighbour. Never leave the table without asking your hostess's permission.

Imitate Your Neighbours

For a dinner of several courses, forks and spoons and knives are laid on each side of the plate in the order in which they are to be used. If you begin on the outside each side you cannot make a mistake. Short forks are for salad. The shorter knife is for butter and the longer for meat. Use your fingers to eat olives, celery, asparagus and nuts. Food is served at your left so that you can take it conveniently with your right hand. When it is served on your right, it is meant for your neighbour. Dishes are removed from the right. See that ladies are served first. Tooth picks are not to be used in company. When in doubt about anything see what the others are doing. But there is no reason why you should not seek initiation into the mysteries of the effective use of the weapons of carnal warfare before leaving home. On board the steamer you have another opportunity to acquire a skill that will save yourself and others much embarrassment. Incidentally, Westerners, you will notice, make a special point of eating and drinking inaudibly and chewing with their mouth closed.

Fellowship Important

Remember to distribute your conversation among the various members of the family and not to bring up serious or controversial topics for discussion. Do not concentrate on eating: fellowship is the better part of feeding. Remember that and bring up interesting but non-controversial matters for table talk. That does not mean that you should forget to eat and then delay the rest. Be a good listener as well as a talker, if you want to be popular. In India talking is not encouraged, probably because it is felt that the brain should not drain away blood from the digestive regions. When you are invited to a tea party, make sure that you seek out the lady of the house on arrival and greet her. Also be sure to thank her before you leave. At tea parties you do not need to wait to be introduced.

At Tea

At tea one is expected to become a juggler to keep cup, saucer, plate, cake and conversation going without any visible means of support ! But this is quite simple. Remember that afternoon tea is a snack and not a meal. If you are hungry, you must concentrate on what you will eat when you get home, and, in the meantime, enjoy the company and the talk, and make

your contribution to others' enjoyment on the occasion. Usually you will be handed your cup and saucer on a plate. If there is no table handy, keep them as they are in your left hand, and rest your sandwich and cake in your saucer, making no attempt to separate the plate. It will be quite in order, and very thoughtful of you, as a younger member in the company, to offer to help your hostess in handing out tea and cake to the rest.

Small Returns

After you have come to know a family and you are invited to a meal or birthday party, take a small present, something that you have taken from India, or a box of candy, which will always be appreciated. At Christmas send greetings to your teachers and those who have invited you to their homes or helped you in other ways. You can be generous without being extravagant. It is the kind thought rather than the high cost that is generally appreciated—unless, of course, your friends have incurred much expense on your account.

Help Your Hostess

If your hostess has no servant, help her in clearing the table and washing the dishes. Your hostess will greatly appreciate this help. It is reported that when Mr. Clement Atlee visited friends in San Francisco during the United Nations Conference, he helped his host and hostess wash dishes after the meal. Few homes have servants and so, if you don't help, the work will pile up to be done later by the good lady and her husband. If you have had a good time or you feel that your friends have put themselves to expense and trouble to entertain you, a brief letter of thanks and some evidence of your appreciation will not be out of place—in fact should be regarded as a mere mark of courtesy and good breeding.

Avoid Controversial Topics

If you enter into a discussion of religions anywhere, avoid harsh criticism of the religion of the other party. "Do to others as you would be done by" is a very good motto as many can tell. You will be surprised to find that people in the New England area (i.e., on the East Coast) are more religious than you ever thought possible. They are very touchy on such matters in New England. You must not forget that their ancestors left Europe for religious reasons.

Some students, in order to exalt India, make it a point to belittle everything which they find different elsewhere. Americans may endure it for a while, being a good natured and generous people, but they will sooner or later wonder why, if you really thought so, you don't go back at once to your India and "stay put." Some one has rightly said: "There is so much good in the worst of us, and so much bad in the best of us, that it becomes none of us to condemn the rest of us." Your vision must be blurred and your judgement biased, if you can't see excellences elsewhere and flaws at home. No country has a monopoly of either, and he is a wise man, who, with a discriminating eye, seeks to appropriate for himself and covet for his country, whatsoever things are true and lovely and of good report in those other lands he is privileged to visit.

'Faux Pas'

Finally, remember that if you do make a *faux pas* (and every one does some time or the other) it is not the end of everything! True, it will seem gigantic to you at the moment, but in half an hour every one will have forgotten it, and so you can comfort yourself with that thought.

American Attitude Towards Oriental Students

Reference has already been made more than once to the fact that Americans are an enthusiastically friendly and hospitable people. They take pleasure in inviting foreign students and in being kind to the strangers in their midst. This is true of both individuals and institutions. Indian students do well to enter wholeheartedly also into the recreational life open to them and, by means of games and social activities, to keep themselves fit mentally, socially and physically. The next chapter is devoted to the types of recreation they might profitably participate in.

While on this subject of social life, and before concluding this chapter, it may be advisable to briefly indicate what Americans interested in Oriental student immigration think about representatives from the East. Their attitude is generally sympathetic and encouraging. Here is the testimony of Mr. A. B. Parson taken from that interesting and instructive volume compiled some twenty years ago entitled *The Foreign Student in America*.

"A more numerous and a choicer and better prepared group of students is coming year after year to universities and colleges

of the United States of America. They now number nearly ten thousand. They take their places as serious students, generally of high grade, not seeking favour or privilege, not desiring pity or concession, no matter what their race or the troubled state of their lands. They show an appreciation of our land and its language, while reserving to themselves a right to be sanely critical where we fall short. They have achieved the highest honours in scholastic attainment—in science, literature, medicine, engineering. They accept with becoming grace the slight aid we offer, as from brothers of one family. They show their spirit in working for their education with head and hand. They show remarkable powers of adjustment, yet preserving rare national gifts and distinctive traits that we have come to value. They are generally received without racial prejudice, and they graciously excuse the lapses of our own land, altogether too frequent. They show remarkable powers of concentration in study, to the detriment of health and the neglect of play, in which phases of their life we would see them show more vigour without succumbing to our over-developed love of sporting spectacles. They may be, when they return to their own lands, ambassadors of goodwill and apostles of international understanding if we play our part well."

CHAPTER XI

HOLIDAYS, RECREATION AND TRAVEL

While studying in America, or for that matter anywhere, a student should not forget his obligation to himself, to recreate himself to be the better able to study. Relaxation and recreation must not be regarded as a luxury but as a vital necessity. One reason why many of our great men die young is because they give no time to recreation and allow their work to kill them. You will do well, therefore, to utilize your stay abroad to learn also how from your spare time to secure physical and mental recuperation.

Community Social Agencies

There are many opportunities for entering into the social and recreational life of U.S.A. Every college offers opportunities for hiking, picnicking and other outdoor recreation. Many colleges have an International House or International Centre, or some other organization devoted to the welfare of foreign students. The Christian churches, the Y.M.C.A., Y.W.C.A. and the Rotary Clubs are among the organizations which have an international outlook and are most enthusiastic in helping foreign students to get acquainted with American life. The church in America is not merely a place for prayer and worship: it is a very important centre of social activities in the local communities. In addition to religious services, many churches sponsor discussion groups, teas, dinners, outings and other activities, and students who do not attend Sunday services may still participate freely in these. At Christmas, Thanksgiving and other festivals, institutions, families and individuals frequently invite foreign students to attend dinners and other forms of celebration. Friendly individuals often invite students to their homes on holidays or week-ends. In classrooms, in homes and in public gatherings, a smile is often enough introduction. American college life, unlike English college life, is informal and, generally speaking, there is no room in it for conventional introductions. Try and smile your way into popularity. And remember that on

the American campus a popular student is one who devotes his attention equally to academic work and to group life.

Movies

America abounds in picture houses or movies and talkies as they are called there. They are usually of a high standard as you know already, and on the whole not expensive. One can learn much from the pictures shown, and there is no reason why a foreign student should not make use occasionally of this source of instruction *cum* entertainment.

There are tickets for every purse and no student need feel ashamed of choosing the class he can comfortably pay for. It would seem wiser to pay 55 cents for a show and see two pictures than to pay \$1-10 for one show. You must find out where in your city tickets at reduced prices are sold.

Social Customs

As most of the students in America belong to the middle class and many of them earn their way through college they usually insist on paying for themselves and having a "Dutch treat" even when you invite them. You will, therefore, do the same unless you are invited by a family or by a person much senior and who is definitely well off. Girls too like to feel independent and usually insist on paying for themselves, especially when they go out with college boys who are working their way. You will of course offer to pay and expect to pay always but your pride should not be hurt by this expression of equality and independence on the part of your lady acquaintance. When you invite a girl to a picture she will expect you to call for her and to meet her parents and later to see her home.

College and "Y" Games

In most colleges games of various kinds are provided—tennis, squash, volley ball, baseball, football, soccer, hockey, etc., and you should make it a point to get in. You must find time for recreation and get your name entered to ensure your turn. Some colleges have swimming pools too. These games can be found in the "Y" (Young Men's Christian Association) also. It is a good idea to become a member of the "Y" and entitled to attend their interesting programmes and participate in their games. You make friends and at the same time get the physical exercise you need.

Week-ends and Vacations

Holidays don't come frequently but American colleges do have vacations and week-ends. Make good use of your leisure. Travelling, if you can afford it, is an excellent way of getting both pleasure and profit out of your holidays. Says Chamanlal in his enthusiastic book on U.S.A.—“Travelling in America is a unique pleasure. It is not the luxurious trains or the comfortable buses alone that bring that pleasure. It is the charm of American society, the endless American hospitality—yes, on trains too I have some very pleasant memories of it, the bridge parties, the musical feasts and the sumptuous food that convert the train into a Hotel on Wheels. One thing I love about sleeping cars in America (also in Japan) is that smoking is not allowed and the smokers do not smoke into you, as they do in India. The smokers are, however, at liberty to smoke in a cabin attached to the lavatory. Some describe it as “ignominious banishment for naughty school children”, but I think they deserve it because there is no greater nuisance than smoking in public.”

Visit Places and Institutions

Apart from the fun there is in travelling, you get an opportunity of seeing the beautiful countryside and the interesting towns and cities. You multiply your contacts. You enrich your experience. There are many places of interest you should try to see while in U.S.A. If you are studying in Teachers College, Columbia University, you will, as part of one of the courses for foreign students, be shown round the progressive schools and representative institutions in the neighbouring States. You should make it a point at the same time to get an idea of stores, factories, farms, libraries, museums, religious organizations, social uplift agencies, business men's clubs, women's organizations, legislative bodies, courts, technological institutions, agricultural and irrigation projects, etc. The places to visit, e.g., Niagara Falls, Yellow Springs, Grand Canyon, New York City, Detroit, Chicago, Hollywood, San Francisco, etc., should be put down on your list of things to do and sights to see, and you should try during your holidays to see a few places each time. Collect picture postcards and curios as momentos of your visit to those places. Start an album and paste your snaps and cards in promptly and properly with a brief note

below each. Use an address book and keep up correspondence with your friends and benefactors—without making a nuisance of it or of yourself !

Amongst Your Fellow Countrymen

Speaking about social life and recreation your fellow countrymen cannot be left out of the picture. Fortunately there are not very many Indian students in any one city in America. In London there are so many and they congregate so closely in 2 or 3 places that they make up a regular little Indian colony. Here they feed on curry and rice. I remember so well how the policeman said when I asked him the way to the Gower Street Y.M.C.A.: "First to the right, then to the left and then you can smell your way to it !"

When you go abroad you want to get to know the people of that country. You want to know their ways of thinking, their ways of acting, their ways of living. You have lived some decades in India and will in all likelihood live a few more later and so there is no point in spending your time abroad seeing so much of your fellow countrymen. As far as possible, therefore, avoid forming into a gang, and try your best to arrange for your accommodation in the college dormitories, International House and approved homes.

Some Indian students, on the other hand, swing to the other extreme and will have nothing to do with their compatriots. This air of superiority and aloofness not only makes them unpopular, but also gives an impression to the foreigner of Indian disunity and lack of brotherliness. Indian students should aim at taking an active part in all Indian activities and co-operating with each other to ensure their success. They certainly ought to help each other in every way possible and seek to build up while abroad friendships that will mean a great deal to them always and everywhere. Therefore, don't forget to take down the home addresses of your Indian friends too.

Don't Form Cliques

In some colleges and cities Indian students have been known to form cliques—Gujarati, Marathi, Bengali, Malayalee and so on. This is as deplorable as it appears to be natural. While away from one's Indian local setting one should develop, and aim consciously at developing, an all-India point

of view, and forming ties across provincial and linguistic boundaries. This would seem to constitute one of the big advantages or benefits of getting away from one's narrow context to the wider setting afforded by sojourn abroad. Some Indian students have been known to be unmannerly enough to indulge in jabbering in their mother tongue while in the company of Americans or fellow nationals whose language that was not. Party spirit, intrigues, jealousies and backbiting should be scrupulously avoided. Perchance, that freedom from these vices might characterise your outlook and behaviour even when you return to India.

A Middle Course

While it is essential to increase your contacts and broaden your experience of men and matters, as a student you cannot forget your obligation to your books. Nor will all work and no play make Ram the kind of boy he ought to be! A happy combination of social activities and academic work is what you must aim at, and it is to be hoped that you will not take long in learning to hold the balance between the two aspects both of which are indispensable in a nicely developed character and personality.

Reference has until now not been made to two matters which are essentially personal and of the utmost importance—your health and your home. All your grand plans and lofty ambitions depend for their realization upon sound health and satisfied parents. In the familiar surroundings of one's native land there might be no need to bring them even to the conscious plane, but thousands of miles away, special attention needs to be given to them. A few suggestions will be given next on these personal affairs.

CHAPTER XII

HEALTH AND HOME

This is not a chapter on hints on health or a prescription for physical efficiency. This is only an attempt to bring your physical body into the forefront of your consciousness before it forces itself upon you. Protected by parental care and surrounded by one's native air, one's body possibly needed no special recognition. But considering the mind-body as a unit and considering too the tension and shocks to which both would be subject by a change of latitude and longitude, it is but proper that you should take stock of your physical condition. What are its present failings and susceptibilities?—These would be its weakest links. What are its strong points? Thought given to this is not time wasted. Don't expect your body to serve you when you are not prepared to give it its share of your time and thought.

Diet has much to do with your well-being and efficiency, and the diet dealt with here is not merely physical, but social and recreational as well. The proper use of leisure can contribute much to your success and happiness. Your responsibilities to the old folks at home are very personal and very important and cannot be forgotten.

At Sea

The sea does not greet every one cheerfully in the beginning and on the first day even the mighty might succumb to the sickness peculiar to sea travel. Many however are quite unaffected. Some prefer to take medicines from the family doctor before leaving. The good that the sea does comes afterwards and the exhilarating salt air buoys you up, provided you have a kindly pre-disposition towards sea life. Sea sickness cannot do you any serious damage and it is not long before you start making up. Eatables are one of the chief items which make a picnic of a voyage, only you wish that you had anticipated the large number of friends who seem so pleased as to freely share of your favourites!

Vagaries of the Weather

You are now exposed to the vagaries of the barometer and the thermometer and so you should soon learn to adapt

yourself to them instead of catching a chill or cold. The adjustment consists in your learning when to put on warm clothes, when to be light, when to relax and when to exercise. You are being bodily transported into another zone on the globe and even as you have left the land of your birth behind, so too will you have to leave some of the time honoured habits of your daily life and take to new ones which are in vogue and are more befitting the conditions of the continent where you have landed.

Getting Acclimatized

Those Indian students who are used to the weather being practically the same throughout the year will find the change from spring to summer and fall (autumn) to winter, interesting to watch. Each of these seasons has its attractions and it is a joy in the United States to watch them come and go. The transition from season to season is quick and sudden and not so long and gradual as in England. It is therefore necessary to adapt your clothing and your habits to suit these changing seasons. The best thing you can do at the outset is to arrive in the United States in late summer or early fall when the temperature is neither too cold nor too hot. Arriving in late August you not only have time to do some sight seeing and necessary shopping but also to get acclimatized. From fall to winter the transition will then not be such as to upset you or render you uncomfortable.

The Demands of the Different Seasons

In summer, when the temperature ranges from 80° to 95° , clothing such as you use most of the year in India would be suitable. Light coloured Palm Beaches are very popular and require less laundering than cotton suits. In the Fall woollen suits are used and in addition a light overcoat as the season ends. The same would be suitable in early spring. In the case of Indian women, the seasons would be reflected in the colours chosen and the weariness of the wrap or coat.

In the winter, when the temperature can go down to 15° , below 0° or 45° below freezing point, you would wear not merely your woollen suits but also a heavy overcoat, gloves and rubbers (galoshes). Snow is beautiful to look at but not so comfortable to be out in and less so to slip on! It is essential that you should keep yourself warm and free from frost bites and chilblains. American houses are almost always centrally and adequately

heated and so it is possible for people to discard their heavy over-coats and feel comfortably warm indoors in light woollen garments. Even woollen underwear is unnecessary in most cases. In England people wear very warm and heavy clothes to be able to stand the comparatively cold rooms and halls. Rubber over-shoes keep your shoes and socks from getting wet in the rain and melted snow. Most houses and public buildings are centrally heated and trains, trams and buses are heated and kept comfortably warm. Their windows are of course kept shut tight, and they are opened to make the temperature agreeably warm or cool.

Take no Risks

Practically everywhere in towns and cities you get hot water and cold water in the taps and shower baths. You can therefore adjust the temperature to suit your needs. It is wise not to experiment with cold showers in the beginning or to take any chances. Many promising lads have paid heavily, often with their lives, for foolhardiness. If you eat well and get enough exercise and can stay warm, you should keep well. No morbid attention is necessary. However, to warm yourself some vigorous exercises for the different parts of the body are very desirable and you should take them on rising in the morning instead of lazily lying in bed and waiting for the sun to do it for you! Speaking about adjustments, it may be mentioned immediately that it is nothing less than a superstition to imagine that one ought to smoke to look smart or drink to keep warm. If a personal preference is not objectionable, the present writer did neither during the six years he spent in the States and found no difficulty whatsoever in resisting the temptation.

Variation in Diet

In most towns and cities you can get almost any kind of diet you want. Child's Restaurants and one or two other chain restaurants make a speciality of serving good vegetarian meals. As a matter of fact, vegetarian diet is getting increasingly common there. "Ready to serve" canned foods are easy to obtain in U.S.A. They are well-prepared and save time. Sooner or later you should be able to pick out your favourite dishes. A good part of acclimatization consists in resetting one's diet, and till that gets fixed one should not stint on fruits and vegetables—unless one is used to non-vegetarian diet.

already. Daily dependence on drugs to keep your system in proper working order is an abnormality to be avoided. Exercise, fresh air and plenty of water and milk ought to keep you fit and give a good figure as well. See how much food others are taking. As the quality is good, one takes a smaller quantity abroad. Eat less and less rice. When you are home-sick for rice and cannot get it in American restaurants and cafeterias, go to a Chinese restaurant. There are Indian restaurants in New York, Boston, Chicago and San Francisco managed by Indians. Except occasionally it is not desirable to patronise them and concentrate on your good old curry and rice and rice and curry !

Early to Bed

Irregular hours of sleep may be said to be the sure road to inefficiency and breakdown whether in India or in America. Remember to retire as much before midnight as possible. Be on your guard and don't get into the habit of sleeping late and rising late. Bodily health is the *sine qua non* for the realization of every other ambition of yours. Even when your health is perfect, the energy for work is the resultant of the emotional and mental forces at work, and often a conscious effort might be necessary to keep the proper poise. Some have found it beneficial to continue some favourite practices of the Indian household—the lighting of a candle, the singing of a hymn or the saying of a prayer—to maintain one's anchorage, the influence of the home and the communion with the Highest.

Health Insurance

You cannot afford to be ill while abroad. When you are down, time is lost, life is at a standstill. Knowing this, health should be your first concern. It becomes a great financial burden if one suddenly falls ill or meets with an accident. Therefore the Institute of International Education has undertaken the task of making available health and accident insurance to foreign students at a reasonable cost. For \$15.50 you are insured for a calendar year. Among the various things that you take from home include the wise Indian saying, "Your body is the horse on which you ride." Give it the treatment that it deserves and remember your ambitions will but remain good intentions if you are not ambitious enough to keep your body pure and strong.

Duty to Write Home Interestingly

Indian students are, generally speaking, extremely regular in writing home while abroad, at least during the first few months. There are some, however, who think of their parents only when they run short of money! Parents send their children abroad depriving themselves of the opportunity of seeing other lands. With the hard-earned savings of a life-time they send their precious offspring to reap the advantages of a stay and study abroad. The least that you could do, therefore, would be to be to your parents, eyes and ears and enable them vicariously to experience the many interesting things it is your privilege, through their sacrifice, to see and hear and do. Project yourself into their place and imagine what would interest or delight them, and practise writing newsy, interesting, sensible letters—letters you would be proud to feel you had written. The writer remembers having sent his parents some letters between 12 and 24 pages long and others more than 10 pages in length throughout his first two years in New York.

Write Frequently

Write frequently also, because the folks back home will be thinking very much more of you and will be very much more anxious about you than you will probably be about them. They will therefore want very much to hear from you as often as possible. Amidst the changing scenes of life in a new country you will naturally have much less time than they for pining and dreaming and worrying. For this reason you must realise the importance of saving them needless doubt and anxiety.

It is necessary not only to write frequently and regularly but also to post your letters punctually—if you don't want the dear folks back home to miss their weekly mail and to have no news from you for a whole fortnight. Consideration, thoughtfulness and sympathy cost little but mean much and are much more highly valued by parents than an occasional expensive gift. The missing of a mail might mean very little to you, but you can't judge your parents on that basis.

Educate the Old Folks at Home

Write freely and frankly, seeking, when necessary, to drive home new ideas, new thoughts, new customs, new manners. Educate the family with the education the family has made possible for you. Send them snaps and photographs of

yourself and your friends and your college and also gifts whenever you can, small useful things which will show your sisters and brothers, your father and mother and the other kinsfolk that you haven't forgotten them and that you have not become too big to think of their individual wants and likes. Make it a point to keep collecting useful and interesting things to take back to India. Send some things through persons returning to places near your home. Don't forget to write for the birthdays and other special occasions in the family and remember to do so in *good time*. What must be sent with an apology, can be accepted only with a sigh!

Send Accounts Home

Your parents must know also when you expect money and how much, where it should be remitted and when. See that there is no room for doubt in your mind or in theirs on these points. Perhaps no mention of this is really necessary, but remember to keep them informed scrupulously, also, where the money is going or you may find them obliged to hold up supplies !

CHAPTER XIII

SELECT NEW CAREERS*

In preparing for a career, the young student should first ascertain her natural inclinations and taste. A job which is not based on interest can hardly become a successful career. It will only remain a distasteful task to be performed every day as a dull means of earning a living. Interest must, however, be backed by specific ability and talent in the chosen field of endeavour. It is the duty of everyone to examine her abilities in order to discover wherein lie her gifts and to take thought for the future so that she may make the best use of her natural and acquired talents. Once these have been established, the general course of study to be pursued for the B.A. degree, preparatory to further training, can then be chalked out. The field of specialization while in college should be a determining factor in one's career and so it is necessary to consider the professional possibilities which the special study offers. College education can always make a big contribution to professional success.

Colleges in the United States are run on very different lines from those in India. The range of choice that lies before a young man or woman is so great that much thought is needed to decide on a most suitable course. The first two years of undergraduate study are devoted to subjects of general information and cultural value that provide a broad background of knowledge. The last two years are given over to specialisation and preparation for a career. Each course of study is so planned in some of the colleges as to give the student the greatest benefit of such subjects as are closely allied to her future work, and to the broader fields of knowledge, that border her subjects of special interest. These plans are not immutable. A student can substitute certain subjects she prefers for those that are already in the planned course. By way of illustration, two four-year plans of study, taken from a bulletin of the Pennsylvania College for Women are presented below:—

*Though this chapter is meant for women students, it will be found to be of interest also to young men.

OCCUPATIONAL THERAPY

Major : Liberal Arts, Biology or Psychology

| Freshman Year | Sophomore Year | Junior Year | Senior Year |
|------------------------|------------------------------------|--|--|
| Freshman English | English Literature ... | Arts and Crafts in the Elementary School | Advanced Drawing |
| French or German | French or German ... | Drawing | Commercial Design lettering |
| Biology | General and Educational Psychology | Child Psychology; Abnormal Psychology and Mental Hygiene | Psychology in Personnel Work and Social Psychology |
| Fundamentals of Speech | Inorganic Chemistry | Bacteriology | Heredity-Education for Marriage |
| Sociology | History of Art | Family and Child Welfare | Economics |

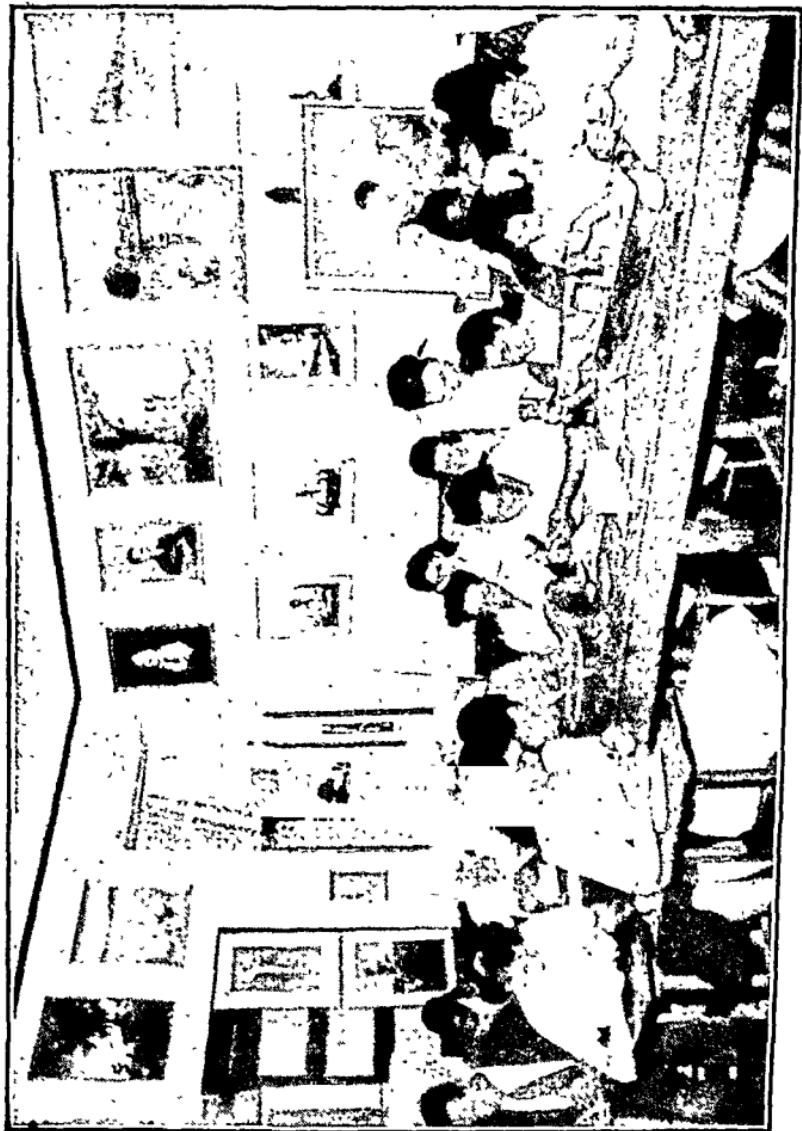
Graduate training in anatomy, physiology, physiotherapy, psychology and the crafts—weaving, wood carving, raffia, leather and metal work—must be taken in one of the several schools specialising in Occupational Therapy.

PHOTOGRAPHY

Major : Liberal Arts

| Freshman Year | Sophomore Year | Junior Year | Senior Year |
|--------------------------|---------------------------------------|--------------------------------------|---------------------------------|
| Freshman English | English Literature ... | General Psychology; Visual Education | Photography |
| French or German | Quantitative and Qualitative analysis | General Physics | Physics—Light and Optics |
| Inorganic Chemistry | Sociology | Applied Art | History and Appreciation of Art |
| Survey Course in History | French or German ... | Play Production | American History |
| Fundamentals of History | Mathematics | Nature Study | English Literature |

Students of commercial art in a class room in a Negro College in the South



This programme stresses artistic background and scientific theory as well as an acquaintance with social problems and literature in the belief that wide training leads to wide opportunity.

These two programmes of study were selected to show how a plan of work could be arranged, leading to a B.A. degree in Liberal Arts, that would enable one to enter into either the business world or the professional world. Thus the preparations for any career could be fitted into a suitable B.A. or B.Sc. plan of study, giving one not only an academic degree but also a good foundation of technical knowledge and general information. After such college education, one must not fail to take advantage of opportunities for training for various careers such as we have described above. If, however, one goes with a college degree from India, one may as well plunge into professional training straightforwardly, if one is qualified for it.

America offers opportunity for training in various vocations suitable for women, and Indian girls who go to America should seek to obtain such training as is not available for them in their own country. Many of our girls go abroad merely to work for an arts or science degree, or at most they go in for teachers' training or medicine. But training in these can be had in India. The money and effort spent in study abroad would be of much greater benefit if women students underwent training in new vocations, such as those enumerated below :—

Advertising

Perhaps in no other country has advertising developed to the degree that it has in the United States. It is now one of the leading businesses there and every year large sums of money are spent in advertising. Some of the bigger universities which give courses in business administration also offer a course in advertising. After taking such a course, a student should obtain practical experience by working in a good advertising organisation for a year or two. There is bound to be ample scope in India in the future for men and women who know how to advertise and for those who can take charge of the advertising departments of large firms.

Qualifications.—Advertising, in its various forms, demands wit, push, energy, artistic sense and practical skill in drawing.

Canning and Fruit and Vegetable Preserving

This is an industry which has been more highly developed in the United States than in any other part of the world. In India the industry is in its infancy and requires to be developed. A new national home industry could be built up if a knowledge of the methods pursued in America were adapted to cottage conditions of production in India. State agricultural colleges offer courses in this subject. There are also correspondence courses and short summer courses of six to eight weeks. These should be supplemented by practical experience in a canning factory.

Qualifications.—Business acumen, energy, efficiency and an interest in things rather than in persons.

Art

Various forms of art, such as painting, drawing, sculpture, etc., have always been among the popular avocations of women. Those who have had training in Indian art will do well to supplement their knowledge with developments in America and to learn to apply it practically in designing garments, sari borders, curtains, cretonnes, etc., interior decorating, designing jewelley and so on. Practical experience along these lines would be invaluable in introducing new ideas in art in the everyday life of India. There is also great scope in our country for those who can design dust covers for books and provide bright attractive illustrations for children's books. Similarly, stage designing, costumes and lighting, should provide ample opportunity in the future for one who is trained in art. The School of the Museum of Fine Arts in Boston gives a comprehensive course and opportunities for practical experience in stage setting, including costuming ; so also does the Department of Drama at the Carnegie Institute of Technology in Pittsburgh.

Qualifications.—An aesthetic sense, perseverance, originality, good taste, practical view-point, powers of observation and creative imagination.

Museum Work

Indian museums need well qualified women, who can arrange exhibits in an attractive manner, collect and display information about them, keep records and take visitors around. There are no actual courses given in museum work in the U. S. A., but it would be worthwhile for students interested

in such work to enlist the help of their colleges or universities in obtaining practical experience at neighbouring museums.

Qualifications.—A scientific enquiring mind, a sociable character and ability to impart knowledge in an interesting way.

Photography

Besides being a fascinating hobby, photography offers good opportunities to those with some technical knowledge. Photography furnishes possibilities in newspaper or magazine photography, commercial photography and studio portraiture.

Qualifications.—Good eye-sight, accuracy, scientific aptitude, artistic sense, business instinct and wide personal acquaintance

Radio

If there is an interest in radio work, the choice lies between broadcasting, radio advertising, radio writing or radio library work. Courses are also given in story-telling, which includes writing stories and narrating them to children.

Qualifications.—Well-modulated voice, good powers of expression, quickness of thought and a psychological appreciation of human reactions to certain events.

Book Publishing

In the office of the book publisher, there are numerous jobs awaiting the qualified woman. Reading of, and reporting on, manuscripts for printers, proof-reading, interviewing authors, laying-out catalogues, magazines, posters, advertisements, etc., are the duties in this vocation. Though the process is more complicated than it may seem at first sight, they are well within the capacity of women who love books. In India there is a great need for books written specially for children, with Indian scenes and background. Those with literary taste can train themselves for this work. Stenography, type-writing and a course in journalism and advertising will prove useful for those interested in book publishing, as well as of course a period of apprenticeship in a publisher's office.

Qualifications.—Business ability, broadmindedness, initiative, interest in literature, well-developed literary critical ability, resourcefulness, appreciation of public taste and ability to foresee the trend of popular opinion.

Library Work

A librarian has many responsible duties. The tasks of cataloguing and classifying are complicated and need training and experience. The extent to which a library is used depends on the librarian. For those who have a flair for languages, library work must prove to be most interesting. A cataloguer should know at least two languages, though sometimes more are required. Employment may be found easily in research libraries, business libraries, college libraries, special libraries or public libraries. This is especially true of cataloguers, as this branch of library science is one that has been rather neglected ; and good cataloguers are hard to find. America has evolved library technique to perfection, and knowledge gained there in this regard will be of immense use to us in India.

Qualifications.—A love of books, and reading, good memory and accuracy, executive and organisational abilities.

Kindergartening

Some girls enjoy working with children. Among the newer careers in this area are nursery school and kindergarten teaching. Nursery schools and kindergartens are educational centres for children from the ages of 2 to 6 years. They are run either as day-care centres, private enterprises, part of a regular school set-up or part of a settlement house programme.

Qualifications.—Love for, and interest in children, emotional stability, good powers of observation, patience, and a sense of humour.

Clinical Speech Work

Clinical Speech Work is remedial work with children who have various types of speech defects. It is generally undertaken in Child Guidance Clinics, in private clinics, or in the teaching of 'exceptional' children either at home or in schools. America offers ample opportunity for training in children's work.

Qualifications.—Scientific aptitude, powers of observation and interest in the handicapped and retarded.

Child Welfare

A child welfare officer has to supervise the general care of infants and children in a specified area. She has to visit homes and give home and class lessons in the preparation of proper food for children. She has to look into their habits of eating, sleeping, playing and living. It includes pre-natal and post-natal



Students specialising in child psychology are seen participating in the activities of a nursery school which is used as a laboratory for relating their observations to their reading

work, instruction of mothers regarding the care of babies, and health supervision of children. A certain amount of knowledge of nursing, dietetics and medicine is required for this work.

Qualifications.—An attractive and pleasing personality, interest in social service, love of children and a strong sense of public duty.

Vocational Adviser

There is great need in schools and colleges for a person who can help young men and women to choose a vocation in view of their natural inclinations and aptitudes, so that they may prepare for their vocations from the very start of their school or college education. The vocational adviser must have information regarding occupations, preparation necessary, qualifications required, financial return, advantages and disadvantages of the occupation.

She must also keep a careful record of the work of the students in her charge in order to assess their good and bad points. Courses for vocational guidance are given at Harvard University, Columbia University and at several State Universities.

Qualifications.—High degree of intelligence, well-rounded personality, friendliness, conversational ability and interest in the material and emotional well-being of people.

Institutional Management

Training in business management and administration will be of great value to those who may be placed in any responsible position, e.g., superintendents of hostels, principals of schools or colleges, managers of girls' clubs or women's institutes or workshops, secretaries of charitable or commercial organisations, etc.

Qualifications.—Good manners, leadership, patience, industrious habits, a sense of humour and executive ability.

Social Work

The duties of this calling are far more technical than is popularly believed and require specialised graduate training. Depending on the type of problem that is of interest, one can undertake family case work, medical social work, case work for children, or psychiatric case work. There is also the opportunity of being a probation or parole officer in connection with juvenile courts and jails, and in domestic courts, if and when such come into existence in India. Some other careers in social work open

to women are those of juvenile court magistrates, superintendents of reformatories, lady labour welfare officers, factory inspectresses or psychiatric social workers. There are many schools of social work in America where training for these professions may be acquired.

For those interested in work among girls and women, such as running clubs and hostels for them where they will be looked after and provided with suitable recreation and means of adult education, the Y.W.C.A. Colleges in America offer useful training. These Colleges also train physical instructors who can take charge of the physical education of girls in schools and colleges.

There are very good institutions in America for the care and education of physical defectives like the blind, the deaf, the dumb, the crippled and the mental defectives. There is a great demand in our country for trained workers in this field.

Qualifications.—Good personality, emotional balance, leadership, broad vision, practical ability, keen interest in helping others and their problems and an understanding of the role of the individual.

Physiotherapy

Trained technicians in physiotherapy are scarce though the need is tremendous. This is the method of applying light, heat, electricity, water, massage and exercises as treatment for both medical and surgical cases.

Qualifications.—Practical and scientific bent, clear and logical thought, ability to arrange and weigh facts, cheerfulness, adaptability, interest in nursing and high ethical standards.

Occupational Therapy

Occupational Therapy is a field of work that is rapidly gaining in popularity as it emphasises the importance of work in relation to health. It is the rehabilitation of the handicapped—those who were born crippled, those who have been injured in factory or other accidents, and those who have been wounded in war—through recuperation of health, exercising of muscles and the learning of new occupations or trades. It also includes nursing, remedial work with those who are mentally or physically deficient, and the teaching of suitable arts and crafts. The value of organised occupational work in their treatment lies in the fact that the patient is made to realise that there are still some things which he can do successfully.

Qualifications.—Interest in people, their handicaps and their behaviour, desire to help others, perseverance, confidence, good humour and patience.

Religious Education

This is a field which hardly exists in India, but which is highly developed in the United States. Women taking courses in this will be able to do pioneer work in the way of educating the youth of this country in the fundamentals of religion, its history, the teaching of the scriptures, the lives and work of saints and great social reformers. Not only is such teaching required but also writing of suitable text-books for children and for teachers, composing simple prayers and religious songs for the use of our children, and carrying on research and propaganda regarding the religious significance of rites, ceremonies, festivals, etc., now being observed mechanically and blindly by the people. Whatever is learnt in America will naturally pertain to Christianity, but the principles may be applied in the case of other religions like Hinduism and Islam. Such work will be of far reaching consequence in building up the cultural life of our country.

Qualifications.—Sincerity, ability to write and to speak in public, high moral standards and tolerance.

CHAPTER XIV

PROFESSIONAL EDUCATION*

A list of selected institutions of higher education in various specialized fields appears elsewhere. The following is a brief description of the nature of each major field of professional education :

Aeronautics

A great many universities and colleges in the United States give specialized courses in aeronautics. These courses include aerodynamics ; aircraft engine design and operation ; air transportation, navigation ; meteorology, metallurgy, and other allied subjects. The number of schools giving one or more courses in aeronautics is constantly increasing.

The first three years of a four-year course are usually on general engineering subjects. Specialization in aeronautical engineering subjects does not begin until the senior year.

There is a definite trend toward the division of aeronautics courses into two options, either technical or air transportation. The former touches on strictly engineering phases, such as design and construction, while the latter has more to do with management and operation in air transportation. The curricula of the various schools are constantly undergoing changes.

Agriculture

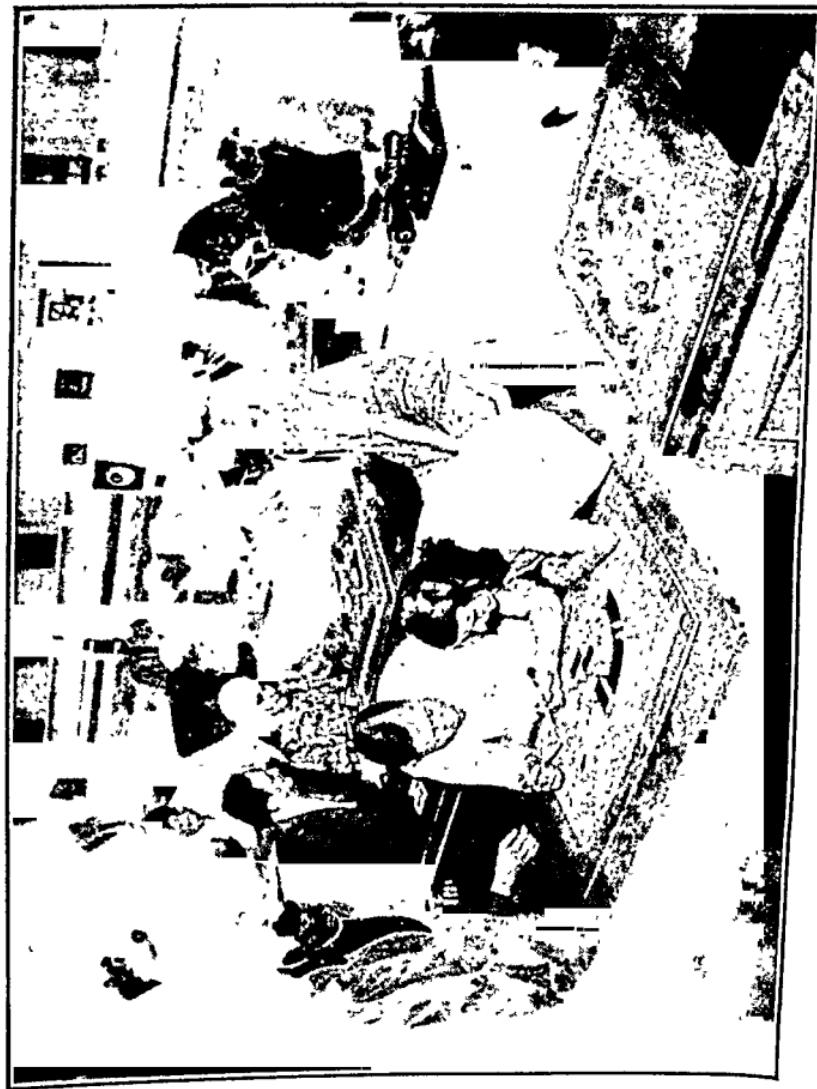
The typical school or college of agriculture offers to graduates of accredited high schools, or equivalent secondary schools, a four-year course in agriculture leading to the degree of Bachelor of Science or its equivalent. Most of the colleges of agriculture also offer opportunities for post-graduate work leading to the degree of Master of Science or Master of Science in Agriculture, and a number offer work leading to the degree of Doctor of Philosophy.

Institutions for higher education in agriculture exist in all of the states of the United States. As each institution adapts its research and instruction in some measure to the agricultural and climatic conditions peculiar to its region, great diversity of

*Taken with the kind permission of the Institute of International Education, New York, from their publication, *Meet the U. S. A.*



Students of a southern university preparing themselves for farm management are seen here inspecting poultry and eggs



Students from different countries of the world are at work designing city parks in the drafting room of a school of architecture

opportunity results. The more highly developed institutions offer work of broad character suited to the fundamental training of students in agricultural science from any part of the world.

Most of the existing agricultural colleges and experiment stations are state-controlled institutions, and they naturally devote special attention to agricultural enterprises of importance in their own part of the country. For instance, the amount of attention given to cotton and sugar would be greater in the southern states than elsewhere, while wheat and corn production are best studied in the middle western states, and wool production in Wyoming. Hence it is of great importance for a foreign student to select a state college that considers the problems which will be presented in his own native land.

Architecture

The minimum requirement for entrance to schools of architecture is a high school education. In some cases the preliminary requirement includes a few definitely prescribed subjects. The usual length of a course leading to the degree of B. Arch. (Bachelor of Architecture) or B.S. Arch. (Bachelor of Science in Architecture) is four years, during which practical work during the vacation periods may be required. However, a course leading to the Bachelor of Architecture degree in four years from a high school education is not considered by the best schools as sufficient training. At Columbia University, for example, one year of college work is required for admission followed by four years of specialization in architecture ; at Harvard graduation from college is required. In combination with schools or colleges of engineering, a number of Schools of Architecture offer courses in architectural engineering, leading to the degree of B.S. in architectural engineering. Graduate courses leading after one year of study to the M.A. (Master of Arts), M.Arch. (Master of Architecture), or M.S.Arch. (Master of Science in Architecture) are offered by many institutions.

Art and Archaeology

The majority of art courses offered by United States colleges are concerned with the theory, history, and appreciation of art without offering studio work. There are, however, more than 400 art schools in operation throughout the country, and over half of these are independent, either affiliated with museums or privately controlled. Colleges, universities, and teachers

colleges require the standard 15 units of secondary work or high school education for admission, but the independent art schools have few educational requirements for students who evidence special ability in art. These schools usually offer a certificate or diploma upon completion of training. A list of them is published annually in the American Art Annual issued by the American Federation of Arts, Barr Building, Washington, D.C. In colleges and universities the usual time required for a degree with a major in art is four years. For the Bachelor of Fine Arts degree (B.F.A.) the usual time is also four years, but in a few institutions five years are required.

Graduate courses in the fine arts and in archaeology have been offered in increasing numbers in recent years, and there are now some 20 colleges and universities where students may pursue advanced work in either one of these subjects and, in some cases, in both. The doctorate in fine arts may be secured at Bryn Mawr College, University of California, University of Chicago, Columbia University, Harvard University, Johns Hopkins University, University of Michigan, New York University, University of Pennsylvania, Princeton University, Radcliffe College and Yale University.

Business

Collegiate schools of commerce, of business, or of business administration in the United States may be classified in three groups :

First—Schools that require a complete four-year high school education for admission and that give a degree in commerce (usually a Bachelor of Science in Business, or a Bachelor of Commercial Science) at the completion of four years. The curriculum combines cultural subjects and technical business training. In this group belong such schools as the Wharton School of Finance and Commerce of the University of Pennsylvania, and the School of Commerce, Accounts and Finance of New York University.

Second—Schools that require for entrance at least two years of collegiate work in cultural subjects which are followed by two years of technical and professional study. Such a curriculum, leading to the degree of B.S. in Business, is offered by such schools as the School of Business of Columbia University, and the Amos Tuck School of Administration and

Finance of Dartmouth College. Some of the schools in this group also offer, as does the School of Business of Columbia University, graduate courses leading to the degrees of Master of Science in Business and Doctor of Philosophy.

Third—Graduate schools of business administration that require a complete college course for entrance. Such schools are open only to college graduates and confer a graduate degree (usually a Master of Business Administration or Master of Commercial Science, and the higher degrees of D.C.S. and Ph.D.). The Harvard Graduate School of Business Administration and the Graduate School of Business Administration of New York University are illustrations of schools in this group.

Somewhat different from these three types is the five-year co-operative business course offered by the University of Cincinnati, in which class study and office work are combined.

Dentistry

Four types of dental education are available in the United States ; a five-year course of five professional years ; a five-year course with two pre-professional and three professional years; and a six-year course of two pre-professional and four professional years ; and a five-year course with one pre-professional and four professional years. All require a four-year high school course for entrance. The better university schools require two pre-dental years, identical with the pre-medical years.

It is becoming increasingly recognized that dentistry is properly a speciality in medicine, and that dental education is essentially the function of the universities. For this reason only those schools can be recommended which are bona fide parts of well-recognized universities, and which undertake dentistry from the medical point of view. The best schools offer courses in clinical medicine, hospital connections for instruction in diagnosis and therapeutics, and well-equipped laboratories and teaching clinics.

First degrees awarded by dental schools are D.D.S. (Doctor of Dental Surgery), or D.D.M. (Doctor of Dental Medicine). The D.D.S. is the usual degree granted, although a few institutions, notably Harvard and North Pacific College of Oregon, award the equivalent D.D.M. degree. For work done beyond the first degree, graduate degrees are granted—M.S. (Master of Science), Sc.D. (Doctor of Science), or Ph.D. (Doctor of Philosophy).

Education

The school of education is comparatively new and is distinctly American, whereas the normal school is European in origin. The normal school course for high school graduates covers two or three years. Most states maintain normal schools to train teachers for the elementary and secondary schools.

The general aim of the school of education is to prepare prospective high school teachers, school principals, and superintendents. Some universities have distinct schools of education offering a four-year course leading to a Bachelor's degree, while in many institutions the student may major in the Department of Education.

Good schools of education provide opportunities for observation and for the practice of teaching. In the professional part of their curricula they offer instruction in such subjects as history of education, principles of education, methods of teaching, educational psychology, educational sociology, educational administration, and the various aspects of secondary, elementary and kindergarten education.

Graduate courses in education leading to the degrees of M.A. and Ph.D. are now offered by the graduate departments of many universities, especially by the state universities. Among the foremost specialized schools of education are the School of Education of Teachers College, Columbia University, and the Schools of Education of the University of Chicago, Harvard University, Yale University, University of Pennsylvania, University of Pittsburgh, Stanford University, State University of Iowa, Ohio State University, University of California, the University of Michigan, the University of Minnesota, and the George Peabody College for Teachers in Nashville, Tennessee.

Engineering

The school of engineering or applied science offers properly prepared graduates of secondary schools a four-year curriculum leading to the degree of B.S. in architectural, chemical, civil, electrical, mechanical, metallurgical, or mining engineering, or in a sub-division of one of these such as aeronautical, hydraulic, industrial, or sanitary engineering. Degrees containing the title "Engineer," such as C.E. (Civil Engineer), E.E. (Electrical Engineer), or M.E. (Mechanical Engineer), are generally given only following advanced work or accomplishment in the professional



Students of a school of forestry are engaged in studying aerial maps of the layout of forests

field. Some of the best schools recommend a curriculum that combines two years of study in the College of Arts and Sciences and three or four years of engineering subjects.

The first two years of the four-year B.S. curriculum are devoted to the study of mathematics (including differential and integral calculus), physics, chemistry, mechanical drafting, English, modern languages, and a few other subjects. In the first year there is practically no differentiation of the program of study for the several branches of engineering, and in many schools the differentiation in the second year is small. In the third and fourth years the courses of study relate to more technical engineering subjects and are arranged to supply the needs of training in the particular branch of engineering that the student has selected.

Because the programme of study in engineering schools is mainly professional, it tends to be more prescribed than elective. It is practical and concrete rather than purely academic, a great part of the work being carried on in laboratories and machine shops belonging to the universities with supplementary work in the factories or industrial organizations of the vicinity. The so-called co-operative course in engineering, by which a student alternately attends classes for two weeks or more and works in an industry for an equivalent period of time, usually requires more than the normal four years for the attainment of a degree.

All the larger university schools offer graduate courses of high quality in engineering science, leading to the degrees of M.S., Ph.D., Dr. Eng., or Sc.D. The conditions are practically the same as those prevailing in all university graduate schools.

Forestry

Scientific training for forestry is a development of the last 40 years in the United States, but since 1898, when Cornell University established the first professional school of forestry, ample training has become available, and many colleges and universities now offer courses leading to a degree in forestry.

After four years of successful college work first degrees in forestry are awarded—B.S. (Bachelor of Science), B.S. in forestry, or B.S. in agriculture, according to the institution in which the work was taken. Upon completion of one year of graduate work master's degrees are awarded, M.F. (Master of Forestry), M.S. (Master of Science), or M.S. in

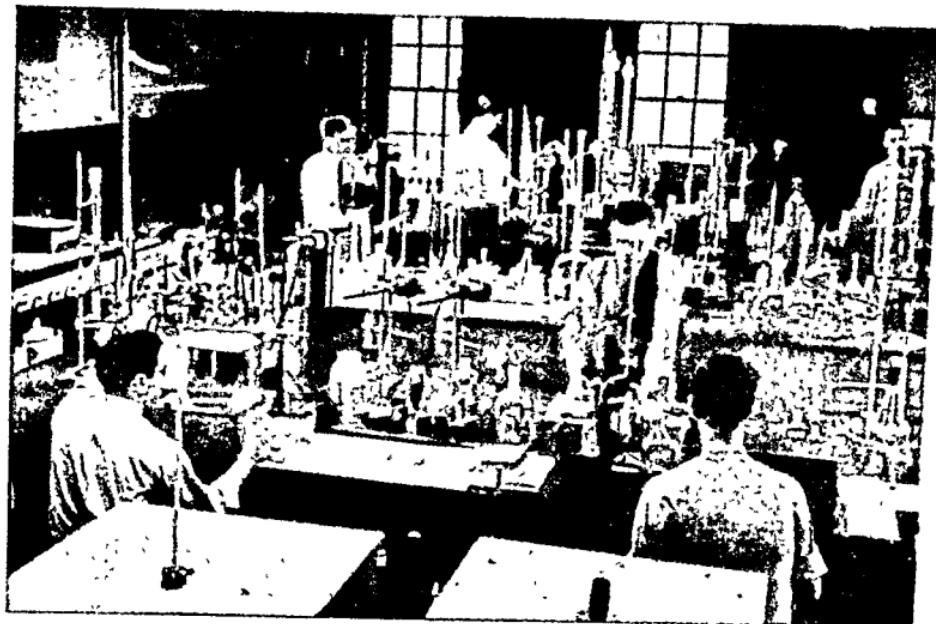
Forestry. A few institutions offer work leading to the doctor's degree ; the Ph.D. (Doctor of Philosophy) is the usual award except at Harvard, where the D.S. (Doctor of Science) is granted.

College courses are designed to meet the needs of students who are preparing to enter (1) professional forestry, (2) technical positions related to forestry, (3) agriculture, or (4) teaching. The first two years are generally devoted to academic subjects necessary to the mastery of the technical subjects which are given in the last two years. Technical subjects include general forestry, forest policy, sylviculture (methods governing growth), forest protection, forest utilization, forest products, wood technology, forest management, forest engineering, forest mensuration, range management, grazing management, logging and lumbering, dendrology (the classification and identification of forest trees), forest entomology (study of insects) and pathology (study of diseases), and miscellaneous courses, such as forest appraisals, fish and game propagation, forest recreation, landscape engineering, and sawmill construction. Courses are not standardized but vary with different sections of the country.

Practical work in a forest for a period of two to five months is usually required for graduation. Colleges either maintain forest tracts or provide facilities within reasonable distance from the campus for practical work and projects. Woods experience may be obtained at summer camp or in field work during vacations. To specialize in lumbering, additional experience in logging camps and mills is necessary to learn the essentials of the business.

Home Economics

Home economics training primarily a field for women and formerly known as "domestic economy" or "domestic science," has been extended beyond the teaching of cooking and sewing to include the scientific study of economic and social changes, child care, nutrition, textiles and clothing, and institutional management. More than 300 colleges, universities, teachers colleges, and normal schools offer courses in home economics leading to a degree after four years of study. The most usual degree granted is the Bachelor of Science in Home Economics (B.S.H.E.), but many institutions grant simply the Bachelor of Science degree or the Bachelor of Arts without qualification. In a few instances advanced work is offered leading to the Master



A corner of the main analytical section of the chemical department of one of America's large laboratories



Students of journalism learn the mechanics of newspaper makeup in a typography laboratory of an American University

of Arts or Master of Science in one year, or the Doctor of Philosophy in three years after the first degree.

Journalism

Only a few universities include in their organization schools of journalism, most of which are recent additions. The course ordinarily covers four years and is open to graduates of secondary schools. The degree conferred is B.Litt. (Bachelor of Literature) or B.J. (Bachelor of Journalism). The first two years of the course are mainly devoted to social sciences and English, planned to familiarize the student with present social and economic conditions and to help him interpret those conditions through the medium of writing ; the last two years provide practice in reporting, interviewing, editorial writing, dramatic and literary criticism, feature writing, and the study of international relations. Columbia University maintains one of the best equipped, and the University of Missouri one of the oldest schools of journalism in the country.

Law

The standards of legal education vary considerably in the numerous law schools of the country in respect to the admission requirements and length of course. Most law schools require a high school education, and a few even less, for admission ; others require from one to three years of college study, and a few admit only those who have a bachelor's degree in arts, letters, or science. In some schools full-time courses are offered during the day, others offer part-time courses, and still others give courses at times when they can be attended by students regularly employed in other occupations. The highest requirement for admission to a law school is the completion of a college course. In the best law schools courses are offered in Roman law, European civil law, jurisprudence, international law, and public law courses in general. The foreign student will be especially interested, in addition to the usual courses, in the method of instruction peculiar to United States law schools known as the "case method." Opportunities are offered in a few schools for advanced study in law leading to the LL.M. (Master of Laws) the Jur.D. (Doctor of Jurisprudence), the J.S.D. (Doctor of the Science of Law), and the S.J.D. (Doctor of Juridical Science).

In planning a program of legal studies in the United States, foreign students should remember that in general the law of the

United States is based on English Common Law. Consequently, United States law schools devote most of their attention to the study of legal precedents and statutory foundations which will be of relatively little use to those who require training in Roman Law. On the other hand, the study of comparative law and international commercial law might profitably be undertaken by foreign students in the United States.

Library Science

At the present time there are approximately 20 library schools in the United States accredited by the American Library Association. Each accredited library school offers a one-year general basal course in library science with the exception of (1) teachers colleges which train for school library service only, and (2) graduate library schools which require college graduation for admission. A special two-year programme is offered by the library schools at a number of universities. A college degree with a record of good scholarship and a reading knowledge of French and German is required for admission to most of the accredited library schools. A few require only three college years and include one year of specialization in library science as the fourth year of college. At the end of one year, the B.A., B.S., or B.S. in L.S. degree is awarded. At the end of two years, the M.S., M.A., or M.S. in L.S. degree. The University of Chicago was the first institution to award the Ph.D. degree in library science.

Mathematics

Many of the better-known universities provide through their graduate schools opportunities for study and work leading to the Ph.D. degree in mathematics. Preparation for this work should include differential equations with as many courses beyond this as can be taken without interfering with a broad undergraduate training. It is advisable to supplement mathematical preparation with work in some related field such as physics, engineering, chemistry, economics or philosophy. Since work in a graduate school is not a mere continuation of undergraduate study, the steps leading to the Ph.D. degree cannot be definitely set down, one by one. Emphasis is not placed upon accumulation of credits or courses taken, but upon development of ability to do original mathematical research. However, a period of at least three years of work beyond the bachelor's degree is normally required.

A few of the largest universities are prepared to offer work in many different fields of mathematics, such as algebra, theory of numbers, analysis, geometry, topology, history of mathematics, applied mathematics, mathematical statistics and probability. Most of them do not attempt to maintain strong programmes in all of these fields, but concentrate their offerings in a few—a fact which is of importance in selecting a university. In many fields America is pre-eminent, and it is beginning to build up others, including many sectors of the applications to engineering.

Medicine

All schools of medicine now require for admission two or more years of college work after the completion of a four year high or secondary school course and offer a four-year course leading to the degree of M.D. Not only the school authorities but the state must be satisfied that the pre-medical education of the applicant is up to standard. Upon graduation a physician cannot practice in a state without passing an examination before the licensing board of that state.

United States medical colleges are well-equipped with laboratories and have hospital facilities for first-hand observation and practice. Along no other professional line of American education has more rapid and noteworthy progress been made in recent years than in medicine.

Practically all medical students plan to spend a year or two years as an interne in a hospital before beginning practice. A number of the more progressive medical schools have in late years added a fifth year to the medical course for this purpose. Advanced study and research in medicine are possible in most of the colleges in this country. A number of universities offer a combination of cultural and medical courses covering six or seven years and leading to the degrees of B.A. (or B.S.) and M.D.

Music

In addition to the independent conservatories and schools of music, three-fourths of the colleges and universities offer courses in music with college credit. Courses include applied music, harmony, history of music, composition, elementary counterpoint, and orchestration. The course leading to a degree of Bachelor of Music (B.Mus.) covers a period of four years and is analogous to the arts and science course leading to the B.A.

degree. At least two years spent in study and practice must elapse before the Master's degree may be awarded. Doctor of Music is conferred only as an honorary degree for outstanding achievement in the field, although some universities offer the Ph.D. degree in music.

Natural Sciences

Instruction in the natural sciences, such as astronomy, physics, chemistry, biology, and geology, is carried on in colleges and universities of the United States in (1) the undergraduate college of arts and sciences and (2) in the graduate school. Work in the undergraduate college is at the pre-professional level and forms a part of the four-year liberal arts program. The degree usually awarded is either the B.A. or B.S. The courses in the natural sciences at the undergraduate level provide basic training in science as a foundation for later specialization in graduate or professional schools.

Advanced work in the natural sciences is carried on primarily in the graduate school. For entrance to the graduate school the degree of B.A. or B.S. is required. Graduate instruction is conducted not only in regularly organized courses and seminars, but also by means of the investigation of special research problems. Laboratory or field work is always an important element in graduate study in the natural sciences. The central feature of all graduate work in the sciences is the independent research which each graduate student carries out, leading to the preparation of a dissertation or thesis. The graduate degrees usually awarded are either the M.A. or M.S. and the Ph.D. (A few universities grant the Sc.D. as a graduate degree, but this is gradually being supplanted by the Ph.D.). Considerable variation prevails among universities of the United States as to whether one or two years of graduate study in science are required for the Master's degree. Ordinarily not less than three years of graduate study are required to qualify for the Ph.D. degree.

All of the leading universities in the United States provide programmes of graduate training in the various branches of the natural sciences leading to the master's and doctor's degrees. In addition, many of the smaller colleges, which do not possess graduate schools as such, offer advanced training in certain fields of science to students who wish to qualify for the master's degree only.

In some universities certain professional schools, particularly those of medicine, agriculture, and engineering, offer graduate instruction in the pure sciences in addition to that offered in the graduate school of arts and sciences. For example, a number of medical schools award the Ph.D. degree in such subjects as anatomy, bacteriology, and physiological chemistry. Some of the better agricultural colleges offer instruction at the graduate level in zoological and botanical subjects. Not infrequently, a graduate student in one of the natural sciences supplements the major part of his advanced study, taken in the graduate school of arts and sciences, with a certain amount of work in a professional school.

Nursing

The demand for nurses trained in approved schools has developed rapidly. A list of schools of nursing meeting minimum requirements set by law in the various states is prepared periodically by the National League of Nursing Education, 1790, Broadway, New York City. The complete course of training in the majority of schools is 36 months in length. In conjunction with colleges and universities, many schools of nursing now offer combination courses covering a period of five years and leading to a Bachelor of Science degree. Other institutions accept graduate nurses as candidates for the B.S. degree upon the completion of two or three years of academic work. A diploma in nursing is awarded with the degree.

Pharmacy

The School of Pharmacy requires graduation from a high school or an equivalent education for admission. At the end of a three-year course, either the degree of Graduate in Pharmacy (Ph.G.) or of Pharmaceutical Chemist (Ph.C.) is conferred. Schools of pharmacy directly connected with universities generally confer the degree of Bachelor of Science in pharmacy at the end of a four-year course, and a few of them the degree of Doctor of Pharmacy at the end of a seven-year course.

Physical Education

Prior to the year 1915, major courses in physical education were offered in only a few colleges and private schools. Since that time, three-fourths of the states have passed laws requiring that physical education be taught in the public schools of their

states. As a result of this requirement, the State Colleges established major departments of physical education. At the present time about 150 colleges and universities offer a four-year major course in physical education leading to a degree of Bachelor of Science in the department of education. An equal number of institutions offer a two-year course or special elective subjects for teachers of physical education. Regular college entrance requirements are the standard for admission. The following schools offer work leading to higher degrees in physical education : University of Southern California, State University of Iowa, Wellesley College, University of Oregon, New York University, University of Wisconsin, and the Teachers College of Columbia University.

Public Affairs

A significant recent development in higher education in the United States is the special attention being given to train men and women for public life. This broad field of instruction prepares students not only for careers in politics, government administration, and diplomacy, but also in business and professions intimately associated with the public interest, such as banking, public utilities, transportation, international trade, journalism, and law.

Within the last ten years departments of government, political science, economics, and international relations in many American universities—as at Yale and the University of Chicago—have tended increasingly toward the establishment of special courses and advisory facilities to encourage the able students to prepare for government service. Most notable, however, are the separate schools of public affairs which are devoted to this objective, such as the Maxwell Graduate School of Citizenship and Public Affairs at Syracuse University, the Fletcher School of Law and Diplomacy, the Graduate School of Public Administration at Harvard, and the School of Public and International Affairs at Princeton.

Some of the leading institutions have set up procedures through which students can combine their theoretical studies with a period of employment in municipal, state, or federal government agencies for practical training ; and in some instances, government offices have arranged leaves of absence to enable promising members of their staffs to attend schools of public affairs and supplement their practical experience with additional

theoretical knowledge. Work in one of the new special schools usually leads to one or more of the degrees M.A., M.P.A. (Master in Public Administration), Ph.D., D.P.A. (Doctor of Public Administration), and D.C.S. (Doctor of Commercial Science).

Public Health

All Class A medical schools offer courses in public health, but with little uniformity of teaching. The formation of a separate department of public health is of comparatively recent origin. It is only within the present century that there has developed an appreciation of the importance of preventing disease and of establishing courses dealing directly with the principles of prevention. Public health has been developed along two somewhat different lines. At Harvard and Johns Hopkins, for example, separate and independent schools of public health have been established, parallel to the schools of law and medicine. The second plan of public health education involves the development of teaching and research by means of a departmental nucleus integrated with other departments of medical and graduate schools. The Department of Public Health at Yale University, for example, has two objectives: (1) the development of public health as an integral factor in the training of the physician and (2) the preparation of the specialists for the actual conduct of the public health campaign. At Vanderbilt University, although no degree is offered in the subject, the student is given a real insight into what preventive medicine implies as well as demonstration of the practical application of public health techniques.

Theology

There are now over 200 institutions in the United States which give instruction in theology. Some few institutions are the theological faculties of universities ; more are independent, located in the immediate neighbourhood of a university, or in quiet country towns.

The better schools of theology require, for entrance, graduation from a college of recognized standing (B.A., B.S., Ph.B., B.Litt., or the equivalent), although this requirement is sometimes waived in the case of foreign students. At the end of three or four years' study in a theological school, those who have fulfilled all the requirements usually receive the degree of B.D. (Bachelor of Divinity) or S.T.B. (Bachelor of Sacred Theology). For post-graduate work some seminaries offer the S.T.M. (Master of

Sacred Theology), the Th.D. (Doctor of Theology), and if connected with a university, the M.A.

Certain schools of theology are under denominational control. This is the case in all Roman Catholic institutions, (such as the Catholic University of America at Washington); it is also the case in most Presbyterian institutions (such as Princeton Theological seminary and Presbyterian Theological Seminary of Chicago), Methodist institutions (such as Drew Theological Seminary) and Lutheran Institutions (such as the Lutheran Theological Seminary at Mount Airy in Philadelphia). Some schools, though not under formal denominational control, are bound by creeds to teach certain theological positions, such as the Hartford Theological Seminary and the Andover Newton Theological Seminary. Some seminaries form integral parts of universities ; this is the case with the Yale Divinity School, the Harvard Divinity School and the Divinity School of the University of Chicago. Certain seminaries, such as the Union Theological Seminary in New York City, do not require their professors to subscribe to any creed.

The tendency in the larger institutions with their numerous professors is to let the elective system, with group restrictions, prevail, and to offer instruction more specialized than can ordinarily be found in Europe. In addition to biblical studies, emphasis is laid on theology, practical theology, religious education, social ethics, the psychology of religion, and the preparation of university men for Home and Foreign Missions. Most leading United State seminaries, such as Union, admit women students on the same basis as men.

Veterinary Medicine

In addition to a number of privately supported schools of veterinary medicine, there are veterinary colleges in the United States connected with many state universities or colleges. While courses in veterinary medicine are not standardized, there are certain courses which all veterinary colleges offer in order that their graduates may be qualified to enter civil service examinations for positions of veterinary inspector in the U.S. Department of Agriculture, Bureau of Animal Industry, and other similar posts. The degree D.V.M. (Doctor of Veterinary Medicine) is awarded as a first degree upon satisfactory completion of a four-year course of study in an approved veterinary college.



Girls in a veterinary college are seen here undergoing practical training in horse shoeing

CHAPTER XV

"THAT BROTHERHOOD MAY PREVAIL"

Can the human race learn to live with itself? Recently there have been evidences of awakening to the importance of this question in the form of conferences of great nations to work out a formula for a world security organization to intimidate would be aggressors, and in the political speeches, newspaper columns, letters to the editor and public opinion polls, which indicate that people as well as diplomats are deeply concerned with the problem which is after all one of people.

As such it involves something more than strategic bases, territorial boundaries, economics, foreign trade, monetary stabilization, or even food. Because nations are people and people are human, the problem is tied up with all the likes and dislikes, prejudices, jealousies, sympathies and affections that sway the human being in his daily living. Its solution then would seem to rest somewhat on personal relationships out of which might grow mutual understanding and respect.

The exchange of students between different countries is one of the best methods of promoting mutual understanding among people, but mutual understanding involves something more than providing travel grants, tuition remissions, or annual stipends. It involves personal relationships—the opportunity for students of different countries to know fellow scholars from other lands, and the students and people of the country to which they have come. Men and women from all over the world have found that when everyday experiences are shared, differences of colour, geographical custom, or religious belief are dimmed by the glow of human personality.

International House for Foreign Students

Four well-known centres in the United States that foster such contacts are the International Centre at the University of Michigan at Ann Arbor, and the three International Houses, one in New York City, another in Chicago, Illinois, and the third in Berkeley, California.

International House is not just a place. It is a means whereby human beings of diverse backgrounds can come together on an equal footing with interest and enthusiasm. It is a focus for a

gathering of persons from all parts of the globe for the purpose of forming friendships, of knowing each other and of understanding the cultures of other countries, their problems and their points of view.

The International House idea grew from a chance encounter one autumn morning in 1910. While walking across the campus of Columbia University in New York City, Harry Edmonds, the Secretary of the Young Men's Christian Association (Students' Branch), called out a casual "Good Morning" to a passing Chinese student. A small, spontaneous gesture, but one that was to have far-reaching consequences, because the Chinese youth stopped Edmonds and said : "Do you know that you are the first person who has greeted me in the three weeks I have been in New York"?

Struck by the young foreigner's loneliness, Edmonds promptly invited him to his house for supper the following Sunday. Mr. Edmonds also invited several other University students, and then and there began the Sunday Suppers that were to become a tradition at the Edmond's home, and are today an integral part of the programme of the three International Houses in the United States.

Mr. Edmonds became intensely interested in the problem of foreign students and, in conducting a local survey, found that there were over 600 students in New York City who had little opportunity to become acquainted with each other or with Americans. Each week the Edmonds invited more students to their home until eventually the number outgrew the capacity of their house. The students then formed an organization called Cosmopolitan Club and began having their Sunday meetings in Earl Hall at Columbia University.

The members then experienced the way fellowship flourishes even among people from opposite ends of the earth when an opportunity is provided for real acquaintance. They watched differences among individuals fade into the background when common interests emerged.

Idea Becomes Reality

Gradually the idea took hold of having a place that foreign students could use as a permanent meeting place and a home as well as an opportunity to live together under one roof sharing common experiences.

In John D. Rockefeller, the well-known American financier and philanthropist, the group found the man who was to transform this nebulous idea into a reality. He became interested in the Club, and in 1923 gave it a piece of land in New York City on Riverside Drive overlooking the Hudson River, together with three million dollars to build and equip a home. Completed in 1924, this became the first International House with Mr. Edmonds as its first director.

A survey of other possible locations for similar International Houses led Mr. Rockefeller in 1927 to donate 1,750,000 dollars to the University of California at Berkeley, and three million dollars in 1930 to the University of Chicago to establish student centres. International House at Berkeley was opened in 1930 with Mr. Allen Blaisdell, a former staff member of the New York House as its director, and the Chicago House opened in 1932 with Mr. Bruce Dickson as director. Mr. Dickson, like Mr. Edmonds, had been engaged in YMCA work with foreign students, and had built up an association of some 700 students, including those from other Chicago schools as well as from the University.

Houses Are Self-Sustaining

The Houses are self-sustaining, and although there is no formal relationship between them, they are bound together by close ties of common ideals and purpose. The New York House is a separate entity, governed by a Board of Trustees in the same manner as numerous other non-profit educational institutions, and accepts students not only from Columbia University, but from other colleges and technical or professional schools in New York City.

The Chicago House is tied up administratively with the University of Chicago, although it likewise is open to students of all colleges and technical schools in that city. In Berkeley, the International House, as a part of the University of California, has a separate Board of Trustees, composed of local citizens and administrative officials and members of the faculty of the University. The various governing boards of the Houses act for the most part as policy-forming bodies, the administrative responsibilities being carried out by a director and a staff assisted by an annually elected student council.

Not Mere Dormitories

The New York and Chicago Houses have accommodation for 525 each, and the Berkeley House for 425, but they are not

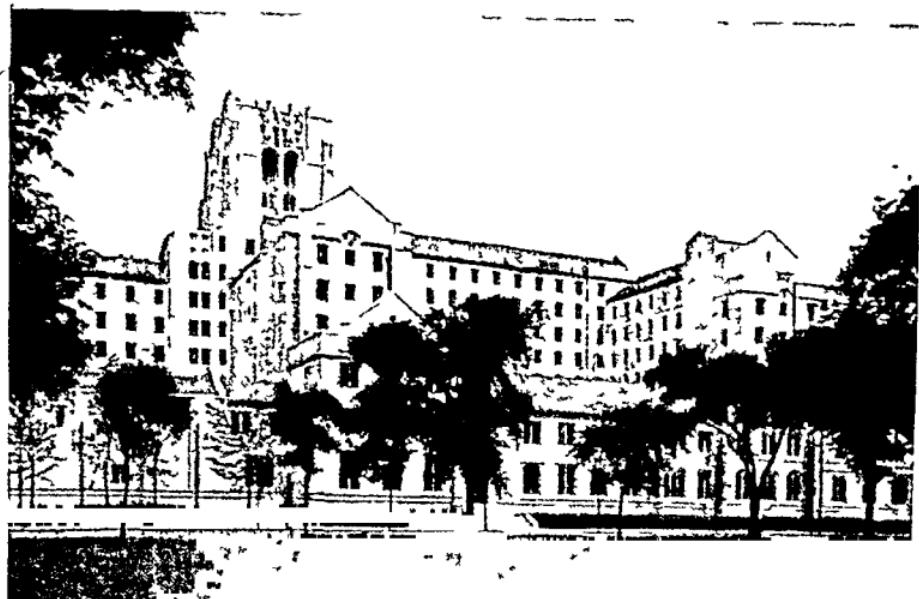
by any means mere glorified dormitories. In addition to the resident members, each House has a large and active non-resident membership and a full and dynamic programme of educational and social activities. In addition to the Sunday Suppers which are traditional at all three Houses, each has added innumerable activities, such as language tables, discussion groups, musical programmes, social dancing, national parties, and athletics.

These activities provide the students with opportunities to learn, to sharpen their artistic appreciation, or just have a good time. There are programmes focussing on specific interests which cut across nationality lines, and there are programmes with accent on nationality cultures giving foreign groups the chance to interpret their home and traditions. The attractiveness of the whole programme is enhanced by the fact that the student can take it or leave it. Nothing is forced on him, but participation is to him whenever he cares to join in.

Each House has its annual entertainment specialities. In New York City it is the October 31st Hallowe'en Party, a combination of an old-fashioned American party and a miniature World's Fair. The Chicago House has an International Night when each group presents a performance typical of its own culture, and the event of the year in Berkeley is the Annual Folk Festival, centering around exhibitions of folk dancing participated in by groups from each nation represented in the House.

In normal times the ratio of foreign students to Americans living in the Houses is about half and half. In New York, the membership is limited almost exclusively to graduate students, while in Chicago and Berkeley undergraduates of the upper-class levels are eligible. The Berkeley House is also open to freshmen and sophomore foreign students.

During the war, naturally the number of foreign students at the Houses was sharply curtailed, and the majority of those who did come to the United States were from the other American republics, the Near and Middle East, and China. Both the Chicago and Berkeley Houses were taken over for a time by the armed forces and used as quarters for students in the United States Army or Navy, but the Chicago House has been returned, and, although the Berkeley House still carries on its programmes in temporary quarters near its permanent home, it expects to be back in its own residence in the near future.



The International House in Chicago



A group of students representing half a dozen nationalities enjoy Sunday afternoon tea at New York City's International House. Ordinarily over 50 different nations are represented amongst its four hundred resident

Swamped with Applications

All Houses are now being swamped with applications for students from all parts of the world who, since the war's end, are going to the United States once again to continue their studies. The University of Michigan at Ann Arbor, which has one of the largest enrollments of foreign students in the United States, has a very active International Centre which, although it does not provide sleeping accommodations as do the three International Houses, does provide foreign students with a centre for their social and educational activities and a focal point for establishing informal contacts with each other with American students. It always keeps a list of available rooms for students in town.

How Students are Helped

The Ann Arbor Centre also has a staff which counsels students on scholastic matters. If a student is failing in a subject, he is invited to have an informal talk with a counsellor in an effort to uncover the reasons and to help in any way possible. Causes for scholastic failures range from language difficulties to psychological situations arising from misunderstandings or inability to adjust to the new and strange customs of a foreign land ; often small suggestions put the stranger on the right track and settle the matter satisfactorily.

Financial difficulties are sometimes the cause of scholastic troubles, and the Ann Arbor Centre has a small revolving fund from which it can make loans to students when necessary. Language difficulties are taken care of through English classes arranged to coincide with the students' free time. In these classes every effort is made to get together groups studying for the same professions so that attention may be given to the specialized vocabularies necessary for the particular courses of study being pursued.

The International Centre at Ann Arbor has a very active recreational programme and its traditional Thursday afternoon teas are open, not only to the students and faculty of the University, but to the whole community of Ann Arbor as well, thus fostering contacts between the foreign students and the local residents.

Not only does this Centre encourage relationships with the local community but, through its Speakers' Bureau, it promotes contacts, with groups all over the State. The system of providing foreign student speakers for study groups or meetings has become so popular that civic groups and other organizations from all over the State of Michigan ask the Bureau to send them speakers.

Your Responsibility

These four centres in the United States help to establish lasting personal contacts between the future citizens of countries all over the world, and foster a spirit of understanding, respect, and sympathy which is an essential element in promoting international goodwill. While America is doing so much to promote goodwill, we must also do our part. The authors have had the privilege of being residents in the New York International House soon after its establishment. During their stay they noticed that there was a strong tendency for national groups to form themselves into cliques and opposition groups. The formation of the latter was a natural consequence of the prevailing political conditions, e.g., the Chinese as against the Japanese, Indians versus the British. As for cliques, that also was a natural phenomenon as students coming from the same country and speaking the same language like to get together. Nevertheless, you should make attempts to break down these barriers and preferences, in order to increase contacts with representatives of other nations and to broaden your outlook, sympathy and understanding of other people's cultures. The spirit of internationalism should become an integral part of your personality to the end that you may contribute your share to the creation of "One World."

The American people greatly value the presence of foreign students in their midst as may be seen by the constant demand for opportunities to see and hear and entertain the student from overseas. Undoubtedly, it is difficult to meet large groups and speak, often to large audiences, in a new land in a strange language which is not your mother-tongue. But, as cultural ambassadors, proud of your homeland and eager to acquaint your American friends with your country, it is up to you to be always ready to cheerfully interrupt your studies and serve the people of the United States who so cordially welcome you.

The world which was separated by expansive oceans and mountains has now with the advance of science shrunk into a

neighbourhood. The 10,000 mile journey from Bombay to New York is usually covered by boat in about 30 days, whereas by air it is now possible to cover this very same distance in three days. Thus scientific progress has already begun to make the world into a neighbourhood, and it is up to those of you who are having exceptional opportunities of education and training abroad to see that this neighbourhood is made into a brotherhood so that peace and goodwill may prevail.

APPENDIX A

A list of well-known Colleges & Universities with pertinent data concerning each

Explanations:

Column 4— Accredited by :

A—Association of American Universities
 E—New England Association of Colleges
 M—Middle States Association of Colleges
 N—North Central Association of Colleges
 T—American Association of Teachers
 Colleges
 W—Northwestern Association of Secondary and Higher Schools

Column 5—

The minimum cost* given is for 12 months of residence, including study and incidentals. Cost of medical and more technical schools would be higher. In general, cost of living is higher in the east, lower in the west.

Column 6—

Enrollment given is the average before the emergency ; men, women, or co-educational is indicated.

| Colleges and Universities | Location | Control | Accredited by | Minimum Cost | Enrollment Average | Best-known courses |
|---------------------------|--------------------------|-----------------|---------------|--------------|--------------------|---|
| Alfred University | Alfred, New York | State & Private | A. M. | \$ 900 | 1000 Co | Ceramic Art, Ceramic Engineering, Glass Technology. |
| Amherst College | Amherst, Massachusetts | Private | A. E. | 1500 | 850 M | Liberal Arts, Sciences |
| Brigham Young University | Provo, Utah | LDS Church | A. W. | 1000 | 2500 Co | Drama, Music, Art |
| Brown University | Providence, Rhode Island | Private | A. E. | 1200 | 1350 M | Mathematics, Chemistry, Applied Mechanics |
| Bryn Mawr College | Bryn Mawr, Pennsylvania | Private | A. M. | 1650 | 650 W | Liberal Arts |

*See *Introduction*, p. IV, Part 4.

| Colleges and Universities | Location | Control | Accredited by | Minimum Cost | Enrollment Average | Best-known courses |
|---|-------------------------|----------------|---------------|--------------|--------------------|---|
| Bucknell University | Lewisburg, Pennsylvania | Private | A. M. | \$ 1200 | 1200 Co | Pre-medical, Engineering, Chemistry, Physics, Liberal Arts Science, Engineering |
| California Institute of Technology | Pasadena, California | Private | A. | 1500 | 1000 M | see catalogue |
| University of California | Berkeley, California | State | A. | 1800 | 17000 Co | Liberal Arts, Chemistry, Physics, Meteorology |
| University of California at Los Angeles | Los Angeles, California | State | A. | 1600 | 9000 Co | |
| Carleton College | Northfield, Minnesota | Private | A. N. | 1000 | 850 Co | Liberal Arts |
| Catholic University of America | Washington, D.C. | Roman Catholic | A. M. | 1500 | 2400 Co | Engineering, Architecture, Government & Politics, International Law |
| University of Colorado | Chicago, Illinois | Private | A. N. | 1400 | 12000 Co | see catalogue |
| Claremont Colleges | Clairemont, California | Private | A. | 1200 | 1200 Co | Liberal Arts |
| Colorado School of Mines | Golden, Colorado | State | A. | 1200 | 800 M | Mining, Metallurgy, Petroleum, Geology |
| University of Colorado | Boulder, Colorado | State | A. N. | 1000 | 4000 Co | Engineering, Nursing, Medicine, Oriental Languages |

| Colleges and Universities | Location | Control | Accredited by | Minimum Cost | Enrollment Average | Best-known courses |
|-------------------------------|-------------------------|------------------|---------------|--------------|--------------------|---|
| Columbia University | New York, New York | Private | A. M. | \$ 1800 | 15000 Co | see catalogue |
| Cornell University | Ithaca, New York | State & Private | A. M. | 1200 | 6000 Co | Civil Engineering, Agriculture |
| Dartmouth College | Hanover, New Hampshire | Private | A. E. | 2000 | 2400 M | Liberal Arts |
| University of Denver | Denver, Colorado | Methodist Church | A. N. | 1000 | 4000 Co | Government Service, International Relations, Business Administration. |
| University of Detroit | Detroit, Michigan | Roman Catholic | N. | 1200 | 4000 Co | Engineering |
| Fordham University | New York, New York | Roman Catholic | A. M. | 1800 | 7000 M & W | Chemistry, Biology, Physics |
| Franklyn and Marshall College | Lancaster, Pennsylvania | Reformed Church | A. M. | 900 | 800 M | Humanities, Social Sciences, Natural Sciences, Business Administration, Pre-med. |
| Georgetown University | Washington D.C. | Roman Catholic | A. M. | 2000 | 4000 M | Foreign Service, Trade and Commerce, Medicine, International and Comparative Law. |
| George Washington University | Washington, D.C. | Private | A. M. | 1200 | 9000 Co | Medicine, Pharmacy, Government |

| Colleges and Universities | Location | Control | Accredited by | Minimum Cost | Enrollment Average | Best-known courses |
|---------------------------------------|--------------------------|---------|---------------|--------------|--------------------|---|
| Harvard University | Cambridge, Massachusetts | Private | A. E. | \$ 1800 | 8000 M | see catalogue |
| Illinois Institute of Technology | Chicago, Illinois | Private | A. N. | 1500 | 2000 Co | Engineering, Architecture |
| University of Illinois | Urbana, Illinois | State | A. N. | 1200 | 14000 Co | Engineering, Agriculture, Chemistry |
| Iowa State College | Ames, Iowa | State | A. N. | 1100 | 6500 Co | Plant Pathology, Dairying, Nutrition, Highway Engineering. |
| University of Iowa | Iowa City, Iowa | State | A. N. | 1100 | 6400 Co | Hydraulic Engineering |
| University of Maine | Orono, Maine | State | A. | 1200 | 2200 Co | Pulp & Paper Technology, undergraduate Forestry, Agriculture for northern climate |
| Massachusetts Institute of Technology | Cambridge, Massachusetts | Private | A. E. | 1800 | 3000 Co | Naval Architecture, Engineering, Metallurgy |
| University of Michigan | Ann Arbor, Michigan | State | A. N. | 1500 | 10000 Co | Engineering, Medicine, Public Health, Forestry, Music |
| Mills College | Oakland, California | Private | A. | 1750 | 600 W | Liberal Arts, Art, Music |
| University of Minnesota | Minneapolis, Minnesota | State | A. N. | 1200 | 13500 Co | Soil Science, Dentistry, Plant Pathology, Medicine, Plant Breeding. |

| Colleges and Universities | Location | Control | Accredited by | Minimum Cost | Enrollment Average | Best-known courses |
|----------------------------|-----------------------------|---------|---------------|--------------|--------------------|--|
| Mount Holyoke College | South Hadley, Massachusetts | Private | A. E. | \$ 1500 | 1000 W | Liberal Arts, Zoology, Chemistry, Economics, Geology |
| University of Nebraska | Lincoln, Nebraska | State | N. | 1000 | 6500 Co | Agriculture, Chemistry, Botany |
| New York University | New York, New York | Private | A. M. | 1800 | 25000 Co | Engineering (Administrative, Aeronautical, Chemical, Civil, Electrical, Mechanical, Sanitary), Medicine, Pre-Med., Dentistry, Pre-Dental, Commerce |
| Northwestern University | Evanston, Illinois | Private | A. N. | 1500 | 7500 Co | Engineering, Medicine |
| Oberlin College | Oberlin, Ohio | Private | A. N. | 1000 | 1800 Co | Liberal Arts, Music, Chemistry |
| Ohio State University | Columbus, Ohio | State | A. N. | 1500 | 9000 Co | Agriculture, Ceramic Engineering |
| Oregon State College | Corvallis, Oregon | State | A. W. | 1200 | 5000 Co | Home Economics, Forestry, Fisheries, Agriculture, Engineering |
| University of Oregon | Eugene, Oregon | State | A. W. | 1200 | 3500 Co | Architecture, Journalism |
| University of Pennsylvania | Philadelphia, Pennsylvania | Private | | 2000 | 10000 Co | Fine Arts, Liberal Arts, Commerce and Finance |

| Colleges and Universities | Location | Control | Accredited by | Minimum Cost | Enrollment Average | Best-known courses |
|----------------------------------|---|---------|---------------|--------------|--------------------|--|
| Pomona College | Clairemont, California | Private | A. | \$ 1200 | 750 Co | Liberal Arts |
| Princeton University | Princeton, New Jersey | Private | A. M. | 1600 | 2650 M | Mathematics, Chemistry, Art & Archaeology, Physics |
| Purdue University | West Lafayette, Indiana | State | A. N. | 1200 | 6000 Co | Engineering, Agriculture, Pharmacy, Sciences |
| Radcliffe College | Co-ordinate College of Harvard University | | | | 1000 W | |
| University of Redlands | Redlands, California | Baptist | A. W. | 1000 | 700 Co | Liberal Arts, Social Work, Music, Education |
| Rensselaer Polytechnic Institute | Troy, New York | Private | A. M. | 1800 | 1500 Co | Metallurgical Engineering, Aeronautical Engineering, Architecture |
| University of Rochester | Rochester, New York | Private | A. M. | 1600 | 2000 M & W | Institute of Optics, Chemistry for Photography, Physics, Music, Medicine (Pathology) |
| Rutgers University | New Brunswick, New Jersey | State | A. M. | 1500 | 3000 M & W | Soil Chemistry, Sewage Disposal, Basic Ceramic Technology |
| Simmons College | Boston, Massachusetts | Private | A. E. | 1000 | 1300 W | Business subjects |
| Smith College | Northampton, Massachusetts | Private | A. E. | 1500 | 2100 W | English, Physics, History, Zoology, Music, |

| Colleges and Universities | Location | Control | Accredited by | Minimum Cost | Enrollment Average | Best-known courses |
|-----------------------------------|--------------------------|-----------------|---------------|--------------|--------------------|--|
| University of Southern California | Los Angeles, California | Private | A. | \$ 1500 | 7000 Co | Dentistry, Cinematography, Sociology, Zoology |
| Stanford University | Palo Alto, California | Private | A.. | 1500 | 4000 Co | Physics, Biology, Medicine, Business and Banking, Engineering |
| Swarthmore College | Swarthmore, Pennsylvania | Friends | A. M. | 1500 | 750 Co | Liberal Arts, Pre-med., Engineering |
| Syracuse University | Syracuse, New York | Private & State | A. M. | 1800 | 6000 Co | Public Administration (Municipalities), Forestry, Fine Arts, Journalism, Pulp & Paper Technology |
| Trinity College | Hartford, Connecticut | Private | A. E. | 1600 | 550 M | Chemistry, Physics, History, Psychology |
| Trinity College | Washington, D.C. | Roman Catholic | A. M. | 1800 | 450 W | Romance Languages, English, Social Sciences, Liberal Arts |
| University of Utah | Salt Lake City, Utah | State | A. W. | 1400 | 4500 Co | Mining, Metallurgy, Speech and Drama |
| University of Washington | Seattle, Washington | State | A. W. | 1200 | 11000 Co | Forestry, Fisheries, Nursing, Electrical Engineering, Aero-nautical Engineering, Mete- orology |

| Colleges and Universities | Location | Control | Accredited by | Minimum Cost | Enrollment Average | Best-known courses |
|---------------------------|-----------------------------|---------|---------------|--------------|--------------------|---|
| Wayne University | Detroit, Michigan | City | N. | \$ 1200 | 10000 Co | Engineering |
| Wesleyan University | Middletown, Connecticut | Private | A. E. | 1600 | 750 M | Liberal Arts, Chemistry, Physics |
| Williams College | Williamstown, Massachusetts | Private | A., E. | 1900 | 850 M | Liberal Arts |
| University of Wisconsin | Madison, Wisconsin | State | A. N. | 1300 | 11000 Co | Agricultural Economics, Dairy-ing, Social Sciences, Nutrition, Medicine |
| Yale University | New Haven, Connecticut | Private | A. E. | 1600 | 5200 M | Languages, Drama, Electrical Engineering, Medicine, Law, History, Public Health, Fine Arts & Architecture |

APPENDIX B

Agricultural Colleges*

The work of all agricultural colleges is broadly organized and includes the fundamental branches of agriculture. Agronomy and the production of crops are taught in all schools and the following subjects are almost generally offered : animal husbandry, dairy husbandry, poultry husbandry, botany, agricultural economics and farm management, agricultural education, entomology, horticulture, genetics (plant and animal breeding), soils, plant nutrition, and pathology. Other branches of agriculture not so generally offered are listed in the following table :

| AGRICULTURE | Agriculture | Chemistry | Citrus Fruits | Cotton | Dry Farming | Engineering (Agriculture) | Irrigation | Landscape Gardening | Marketing | Pomology | Rural Sociology | Sugar | Tobacco | Veterinary Science |
|---|-------------|-----------|---------------|--------|-------------|---------------------------|------------|---------------------|-----------|----------|-----------------|-------|---------|--------------------|
| | | | | | | | | | | | | | | |
| California University, Berkeley | ... X | X | X | X | X | X | X | X | X | X | X | | | X |
| Colorado A. & M. College, Fort Collins. | ... X | | | | X | X | X | | | X | X | | | X |
| Connecticut University, Storrs | ... X | X | | | | X | | X | X | X | X | | | |
| Delaware University, Newark | | | | | | | | | | | X | | | |
| Idaho University, Moscow | | X | | | X | X | X | X | X | X | X | | | X |
| Illinois University, Urbana | ... X | X | | | | X | | X | X | X | X | | | |
| Indiana-Purdue University, Lafayette | ... X | | | | | X | | | | X | | | | |
| Iowa State College, Ames | ... X | X | | | X | | X | X | X | X | X | | | X |
| Kansas State College, Manhattan | ... X | X | | | X | X | X | X | X | X | X | | | X |
| Maine University, Orono | ... X | X | | | X | | X | X | X | X | X | | | |
| Massachusetts State College, Amherst | X | X | | | X | | X | X | X | X | | | | |
| Michigan State College, East Lansing | X | X | | | | | X | X | X | X | | | | X |
| Minnesota University, Minneapolis | X | X | | | X | X | X | X | X | X | X | | | X |
| Nebraska University, Lincoln | X | X | | | X | X | X | X | X | X | X | | | X |

* Some of the Southern colleges have been omitted because of colour prejudice

Agricultural Colleges (Contd.)

| AGRICULTURE | Apiculture | Chemistry | Citrus Fruits | Cotton | Dry Farming | Engineering (Agriculture) | Irrigation | Landscape Gardening | Marketing | Pomology | Rural Sociology | Sugar | Tobacco | Veterinary Science |
|--|------------|-----------|---------------|--------|-------------|---------------------------|------------|---------------------|-----------|----------|-----------------|-------|---------|--------------------|
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Nevada University, Reno | | x | ..... | ..... | ..... | x | ..... | x | ..... | x | ..... | ..... | ..... | ..... |
| New Hampshire University, Durham | x | x | ..... | ..... | x | ..... | x | x | x | x | ..... | ..... | ..... | x |
| New Jersey-Rutgers University, New Brunswick | | x | ..... | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| New York-Cornell University, Ithaca | x | x | ..... | ..... | ..... | ..... | x | x | x | x | ..... | ..... | ..... | x |
| North Dakota Agricultural College, Fargo | ... | x | x | ..... | x | x | x | x | x | ..... | x | ..... | ..... | ..... |
| Ohio State University, Columbus | ... | x | x | ..... | ..... | x | ..... | x | x | x | x | ..... | ..... | x |
| Oklahoma Agricultural College, Stillwater | ... | x | x | ..... | x | x | ..... | x | x | y | x | ..... | ..... | x |
| Oregon State College, Corvallis | ... | x | x | ..... | x | x | ..... | x | x | x | ..... | ..... | ..... | x |
| Pennsylvania State College | | x | ..... | ..... | x | ..... | x | x | x | x | ..... | ..... | ..... | x |
| Rhode Island State College, Kingston | ... | x | ..... | ..... | x | ..... | x | x | x | x | x | ..... | ..... | ..... |
| South Dakota State College, Brookings | ... | x | ..... | ..... | x | x | x | x | x | ..... | x | ..... | ..... | x |
| Utah State Agricultural College, Logan | | | | | x | ..... | x | x | x | ..... | x | x | ..... | x |
| Vermont University, Burlington | | x | ..... | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Wisconsin University, Madison | | x | ..... | ..... | x | ..... | x | x | ..... | x | ..... | ..... | ..... | x |
| Wyoming University, Laramie | | x | ..... | ..... | x | x | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... |

APPENDIX C

A List of Accredited Engineering Institutes in U.S.A.

As frequent requests are received for information regarding education in Engineering, the following list has been prepared. The institutes mentioned are all accredited by the American Engineers' Council for Professional Development (ECPD). Attention is called to the fact that Chemical Engineering has been affected by the war situation. It may, therefore, be better to secure up-to-date information regarding Chemical Engineering offered by the University selected by the candidate.

| ENGINEERING INSTITUTIONS | Aeronautical | Architectural | Ceramic | Chemical | Civil | Electrical | General | Industrial | Mechanical | Metallurgical | Mining | Naval Arch. & Marine | Petroleum | Sanitary |
|---|--------------|---------------|---------|----------|-------|------------|---------|------------|------------|---------------|--------|----------------------|-----------|----------|
| | | | | | | | | | | | | | | |
| Akron University, Akron, Ohio | | | | | | x | | | x | | | | | |
| Brooklyn Institute of Polytechnic, Brooklyn, N. Y. | | | | | x | x | x | | | x | | | | |
| Brown University, Province, Rhode Island | | | | | x | x | | | x | | | | | |
| Bucknell University, Lewisburg, Pen- nsylvania | | | | x | x | x | | | x | | | | | |
| California Institute of Technology, Pasadena, California | x | | | x | x | x | | | x | | | | | |
| California University, Berkeley, Cali- fornia | | | | x | x | | | x | x | x | x | | x | |
| Carnegie Institute of Technology, Pit- tsburgh, Pennsylvania | | | x | x | x | | x | x | x | x | | | | |
| Case School of Applied Science, Cleveland, Ohio | | x | x | x | | | x | x | | | | | | |
| Catholic University of America, Washington, D.C. | x | x | | x | x | | | | x | | | | | |
| Cincinnati University, Cincinnati, Ohio | x | | x | x | x | | | x | | | | | | |

A List of Accredited Engineering Institutes in U.S.A. (Contd.)

| ENGINEERING INSTITUTIONS | | Aeronautical | Architectural | Ceramic | Chemical | Civil | Electrical | General | Industrial | Mechanical | Metallurgical | Mining | Naval Arch. & Marine | Petroleum | Sanitary |
|---|--|--------------|---------------|---------|----------|-------|------------|---------|------------|------------|---------------|--------|----------------------|-----------|----------|
| Clerke College of Technology, Potsdam, New York |  | ..... | ..... | ..... | ..... | x x x | ..... | ..... | ..... | ..... | x | ..... | ..... | ..... | ..... |
| Colorado School of Mines, Golden, Colorado |  | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | x x | ..... | ..... | x |
| Colorado State College, Fort Collins, Colorado |  | ..... | ..... | ..... | ..... | x x | ..... | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... |
| Colorado University, Boulder, Colorado |  | ..... | x | ..... | ..... | x x | ..... | ..... | ..... | x | ..... | ..... | ..... | ..... | ..... |
| Columbia University, New York City, N.Y. |  | ..... | ..... | ..... | ..... | x x x | ..... | x x x | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Cooper Union School of Engineering, New York |  | ..... | ..... | ..... | ..... | x x x | ..... | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... |
| Cornell University, Ithaca, New York |  | ..... | ..... | ..... | ..... | x x x | ..... | x x | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Dartmouth College, Hanover, New Hampshire |  | ..... | ..... | ..... | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Delaware University, Newark, Delaware |  | ..... | ..... | ..... | ..... | x x x | ..... | ..... | ..... | ..... | x | ..... | ..... | ..... | ..... |
| Denver University, Denver, Colorado |  | ..... | ..... | ..... | ..... | ..... | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Detroit University, Detroit, Michigan | | x | x | ..... | ..... | x x x | ..... | ..... | ..... | ..... | x | ..... | ..... | ..... | ..... |
| Drexel Institute of Technology, Philadelphia, Pennsylvania |  | ..... | ..... | ..... | ..... | x x x | ..... | ..... | ..... | ..... | x | ..... | ..... | ..... | ..... |
| Florida University, Gainesville, Florida |  | ..... | ..... | ..... | ..... | x x x | ..... | x x | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| George Washington University, Washington, D.C. |  | ..... | ..... | ..... | ..... | x x | ..... | ..... | ..... | ..... | x | ..... | ..... | ..... | ..... |
| Harvard University, Cambridge, Massachusetts |  | ..... | ..... | ..... | ..... | x x | ..... | x x | ..... | x x x | ..... | ..... | ..... | ..... | ..... |
| Idaho University, Moscow, Idaho |  | ..... | ..... | ..... | ..... | x x | ..... | ..... | x x x | ..... | x x x | ..... | ..... | ..... | ..... |

A List of Accredited Engineering Institutes in U.S.A. (Contd.)

| ENGINEERING INSTITUTIONS | Aeronautical | Architectural | Ceramic | Chemical | Civil | Electrical | General | Industrial | Mechanical | Metallurgical | Mining | Naval Arch. & Marine | Petroleum | Sanitary |
|--|--------------|---------------|---------|----------|-------|------------|---------|------------|------------|---------------|--------|----------------------|-----------|----------|
| | | | | | | | | | | | | | | |
| Illinois Institute of Technology, Armour College of Engineering, Chicago, Illinois | | | x | x | x | | | | x | | | | | |
| Illinois University of Urbana, Illinois | x | x | x | x | x | x | x | x | x | x | x | x | | |
| Iowa State College, Ames, Iowa | x | x | x | x | x | x | x | x | x | x | | | | |
| Iowa State University, Iowa City, Iowa | | x | x | x | | | | x | | | | | | |
| Johns Hopkins University, Baltimore, Maryland | | | x | x | x | | | x | | | | | | |
| Kansas State College, Manhattan, Kansas | x | | | x | x | | | x | | | | | | |
| Kansas University, Lawrence, Kansas | x | | | | x | | | x | | x | | x | | |
| Lafayette College, Easton, Pennsylvania | | | x | x | | x | x | x | x | x | x | | | |
| Lehigh University, Bethlehem, Pennsylvania | | | x | x | x | | x | x | x | x | x | | | |
| Maine University, Orono, Maine | | | x | x | x | | x | | | | | | | |
| Manhattan College, New York City, N.Y. | | | x | x | | | | | | | | | | |
| Marquette University, Milwaukee, Wisconsin | | | x | x | | | | x | | | | | | |
| Massachusetts Institute of Technology, Cambridge, Massachusetts | x | | x | x | x | | x | x | x | x | x | x | | x |
| Michigan College of Mining & Technology, Houghton, Michigan | | | x | x | | | x | x | x | x | | | | |
| Michigan State College, East Lansing, Michigan | | | x | x | | | x | | | | | | | |

A List of Accredited Engineering Institutes in U.S.A. (Contd.)

| ENGINEERING INSTITUTIONS | Aeronautical | Architectural | Ceramic | Chemical | Civil | Electrical | General | Industrial | Mechanical | Metallurgical | Mining | Naval Arch. & Marine | Petroleum | Sanitary |
|--|--------------|---------------|---------|----------|-------|------------|---------|------------|------------|---------------|--------|----------------------|-----------|----------|
| | | | | | | | | | | | | | | |
| Michigan University, Ann Arbor, Michigan | ... | x | ..... | x | x | x | ..... |  | x | x | .... | x | .... |  |
| Minnesota University, Minneapolis, Minnesota | ... | x | ..... | x | x | x | ..... |  | x | x | x | .... | x | .... |
| Nebraska University, Lincoln, Nebraska | | x | ..... | x | x | .... |  | x | .... |  |  | .... |  |  |
| New Hampshire University, Durham, New Hampshire | | | | | x | x | .... |  | x | .... |  | .... |  |  |
| New York College of the City, New York City, N.Y. | | | | | x | x | .... |  | x | .... |  | .... |  |  |
| New York State College of Ceramics, Alfred University, New York | | x | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |  |
| New York University, New York City, N.Y. | ... | x | .... | x | x | x | .... | x | x | .... | .... | .... | .... |  |
| Newark College of Engineering, Newark, New Jersey | | | | | x | x | .... |  | x | .... |  | .... |  |  |
| North Dakota Agricultural College, Fargo, North Dakota | | x | .... | .... | .... | .... | .... | x | .... | .... | x | .... | .... |  |
| North Dakota University, Grand Forks, North Dakota | | | | | x | x | .... |  | x | .... | x | .... |  |  |
| Northeastern University, Boston, Massachusetts | | | | x | x | x | .... | x | x | .... | x | .... | .... |  |
| Northwestern University, Evanston, Illinois | | | | | x | x | .... |  | x | .... | x | .... | .... |  |
| Norwich University, Northfield, Vermont | | | | | x | x | | | x | | | | | |
| Notre Dame University, Notre Dame, Indiana | | x | | x | x | | | x | x | | x | x | | |

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|--|--------------|---------------|---------|----------|-------|------------|---------|------------|------------|---------------|--------|----------------------|-----------|----------|
| | | | | | | | | | | | | | | |
| Ohio State University, Columbus, Ohio | | x | x | x | x | | x | x | x | x | x | | | |
| Oregon State College, Corvallis, Oregon | | x | x | x | | | x | | | | | | | |
| Pennsylvania State College, Pennsylvania | | x | x | x | x | x | ..... | x | x | x | x | ..... | x | x |
| Pennsylvania University, Philadelphia, Pennsylvania | | | x | x | x | ..... | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... |
| Pittsburgh University, Pittsburgh, Pennsylvania | | | x | x | x | ..... | x | x | x | x | x | ..... | x | ..... |
| Pratt Institute, Brooklyn, New York | | | | | x | ..... | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... |
| Princeton University, Princeton, New Jersey | | | x | x | x | ..... | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... |
| Purdue University, Lafayette, Indiana | x | ..... | x | x | x | ..... | x | x | ..... | ..... | ..... | ..... | ..... | ..... |
| Rensselaer Polytechnic Institute, Troy, New York | | x | ..... | x | x | x | ..... | x | x | ..... | ..... | ..... | ..... | ..... |
| Rhode Island State College, Kingston, Rhode Island | | | | | x | x | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... |
| Rochester University, Rochester, New York | | | x | ..... | ..... | ..... | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... |
| Rose Polytechnic Institute, Terre Haute, Indiana | | | | x | x | ..... | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... |
| Rutgers University, New Brunswick, New Jersey | | | | | x | x | ..... | ..... | x | ..... | ..... | ..... | x | ..... |
| Santa Clara University, Santa Clara, California | | | | | x | x | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... |
| South Dakota State College, Brook- ings, South Dakota | | | | | x | x | ..... | x | ..... | ..... | ..... | ..... | ..... | ..... |

A List of Accredited Engineering Institutes in U.S.A. (Contd.)

| ENGINEERING INSTITUTIONS | Aeronautical | Architectural | Ceramic | Chemical | Civil | Electrical | General | Industrial | Mechanical | Metallurgical | Mining | Naval Arch. & Marine | Petroleum | Sanitary |
|---|--------------|---------------|---------|----------|-------|------------|---------|------------|------------|---------------|--------|----------------------|-----------|----------|
| | | | | | | | | | | | | | | |
| South Dakota State School of Mines, Rapid City, South Dakota | | | | | | x x x | | | | x x | | | | |
| Southern California University, Los Angeles, California | | | | | | x x | | x | | | | | x | |
| Stanford University, Stanford, California | | | | | x x | | | x x x | x x | | | | x | |
| Stevens Institute of Technology, Hobo- ken, New Jersey | | | | | | | x | | | | | | | |
| Swarthmore College, Swarthmore, Pennsylvania | | | | | x x | | | x | | | | | | |
| Syracuse University, Syracuse, New York | | | | x x x | | | x x | | | | | | | |
| Toledo University, Toledo, Ohio | | | | | | | x | | | | | | | |
| Tufts College, Medford, Massachusetts | | | | | x x | | | x | | | | | | |
| Union College, Schenectady, New York | | | | | x x | | | | | | | | | |
| Utah University, Salt Lake City, Utah | | | | | x x | | | x x x | x x | | | | | |
| Vermont University, Burlington, Vermont | | | | | x x | | | x | | | | | | |
| Villanova College, Villanova, Pen- nsylvania | | | | | x x | | | x | | | | | | |
| Washington State College, Pullman, Washington | | x | | | x x | | | x x | x x x | | | | | |
| Washington University, Seattle, Washington | x | | x x x | x x | | | x x | | x x x | | | | | |
| Wayne University, Detroit, Michigan | | | | x x | | | x x | | x x x | | | | | |
| Wisconsin University, Madison, Wisconsin | | | | x x x | | | x x x | | x x x | | | | | |

A List of Accredited Engineering Institutes in U.S.A. (Contd.)

| ENGINEERING INSTITUTIONS | Aeronautical | Architectural | Ceramic | Chemical | Civil | Electrical | General | Industrial | Mechanical | Metallurgical | Mining | Naval Arch. & Marine | Petroleum | Sanitary |
|---|--------------|---------------|---------|----------|-------|------------|---------|------------|------------|---------------|--------|----------------------|-----------|----------|
| | | | | | | | | | | | | | | |
| Worcester Polytechnic Institute, Worcester, Massachusetts | | | | | X | X | X | ..... | X | ..... | ..... | ..... | ..... | ..... |
| Yale University, New Haven, Connecticut | | | | | X | X | X | ..... | X | X | ..... | ..... | ..... | ..... |

APPENDIX D

USAGE OF SOME TERMS IN INDIA AND AMERICA

In India

Autumn
 Biscuits
 Chemist
 Cinema
 Coat or Cap
 College Term
 Convocation
 Curtains
 Dining or Restaurant Car
 Dollar
 Fail (in examinations)
 First Year Student
 Frock
 Full Stop
 Gramophone
 Guard
 Informal Test
 Jug
 Label
 Lieutenant, Pronounced *Lefteant*
 Lift
 Luggage
 Motor Car
 Old Students (old boys)
 Pinafore
 Porter
 Reel of Cotton
 Railway
 Schedule pronounced as *Shedule*
 Serviette
 Shop
 Sea Sick
 Sleeper
 Second Year Student
 Special Subject
 Station
 Sweets
 Tap
 Taxi
 Tin or Tinned
 Traffic Summons
 Tram or Tramway
 Tube (Underground Train)
 Underdone Meat
 Unexcused Absence from Class
 Walking Stick
 White or Black Coffee
 Window Blind
 Z pronounced "Zed"

In America

Fall
 Crackers, Cookies
 Druggist
 Movie or Picture
 Wrap
 Semester
 Commencement
 Drapes
 Diner
 "Buck"
 Flunk
 Freshman
 Dress
 Period
 Phonograph or Victrola
 Conductor
 Quiz
 Pitcher
 Tag
 Lieutenant
 Elevator
 Baggage, Bags
 Auto or Automobile
 Alumni
 Apron
 Red Cap
 Spool of Thread
 Railroad
 Schedule pronounced as *Skedule*
 Table Napkin
 Store
 Ill
 Pullman
 Sophomore
 Major
 Depot
 Candy
 Faucet
 Cab
 Can or Canned
 Ticket
 Street Car
 Subway
 Rare Meat
 Cut
 Cane
 Coffee with or without Cream
 Shade
 Z pronounced "Zee"

APPENDIX E

AMERICAN INFORMATION CENTRES IN INDIA

The United States Information Service exists to supply information on all aspects of American life and institutions and assistance to Indians planning to visit the United States. Each office maintains an Information Library in which will be found a variety of reference material on all aspects of American life. The centres are :—

United States Information Service,
293, Hornby Road,
Bombay.

United States Information Service,
18, Esplanade Mansions,
Calcutta.

United States Information Service,
Dare House, Parry's Corner,
Madras.

United States Information Service,
Post Box 16,
Karachi.

APPENDIX F

RECEPTION CENTRES IN THE U. S.

The Department of State maintains reception centres for foreign visitors to the United States in the cities listed below:—

| | |
|-----------------------|---|
| Washington, D. C. | Mrs. Marian T. Christie. |
| Miami, Florida | Mr. Walter Walters, 513, First National Bank Build- ing, 101 E. Flagler Street. |
| New Orleans, La. | Mr. E. Snowden Chambers, Room 300, New Court House Building, Conti and Royale Streets. |
| New York, N. Y. | Mrs. Grace Belt, 250, West 57th Street. |
| San Francisco, Calif. | Mrs. Reginald C. Jenkins, 111, Sutter Street. |